

## American notebook

One of the most distinguished academics in the Berkeley campus—as well as one of the best known around the world—is Professor Arthur Jensen. Few can draw a crowd as large (or as hostile) as he. When I saw him he had recently returned from a visit to Australia. He handed me copies of the lectures he was giving there. The same anti-race which had kept Malcolm Fraser cooped up in the one's room had prevented him from delivering his survey of the present state of the IQ controversy.

Jensen is a thick-set man in his late fifties with a slightly burning, eyes slightly frighteningly. He speaks carefully but with obvious anger and indignation about the political reaction he gets for pursuing what, in his phrase, is simply "normal science".

I suppose most people associate Jensen with studies of the heritability of intelligence—those innumerable comparisons of identical twins which form the basis of hypotheses about the relative importance of nature and nurture. As an anthropologist, however, Jensen has tried to escape from the argument by saying that because the environment is the only factor you can change, nothing else is worth worrying about.

For Jensen it is a matter of pursuing truth wherever it leads; rightly, he sniffs a good deal of ideology in the attempts of his critics to explain individual differences away on social grounds, and he attributes to this ideology many of the things which are wrong with American secondary education today, including a general reluctance to teach curriculum to ability and aptitude.

Not, of course, that he himself can prise us the one man without an ideology in a world of ideologies. He has, however, chosen to focus his passionate concern for the ability-inherited intelligence by the explosive question of comparative levels of intelligence between different large groups—and, most obviously, between black and white Americans.

Jensen has chosen to discuss and comment on the evidence that IQ levels among black Americans are lower than those among white and to link this up with his general theoretical position on genetic inheritance. This alone, in the eyes of his less thoughtful critics, is enough to brand him as a racist. But, as he says, doctors discuss and comment on different blood pressure levels between blacks and whites without this tainting them.

into racism. Yet, what he calls a "doctrinaire naive environmentalism" is exported from educators as a badge of respectability. In spite of all the controversy which now follows him around Jensen is kinder than ever. He has devoted much time to the question of "test bias"—the cultural variations within the tests themselves, which some claim could explain the differential levels of performance. He acknowledges that a culture-biased test could be invalid, but shows that according to a series of criteria which he has applied, the internal consistency of the tests he has looked at has been sound.

It is now working on tests measuring reaction time. When a series of simple tests are set blacks and whites show no particular difference in carrying them out. They are then given a series of more complex tasks. It is the difference between the time an individual takes to perform a simple and a complex task which then becomes relevant. And in these tests, it seems, the whites again considerably better than the blacks.

Obviously, Jensen's critics would want to study each test and each task in detail before accepting his claims that these tests are "culture free", but Jensen himself simply asks for more than armchair or a priori statements of criticism, claiming that when specific questions have been put they have been effectively answered, not by assertions or theoretical claims, but by going back to the empirical evidence.

He also insists that any generalization he makes are generalizations about groups, not individuals and certainly should not be made on the basis of discriminatory policies. But, as he points out, a "flawless racist philosophy is, of course, twofold. And this is where racism and anti-racism collide: how much positive discrimination can you have without getting racism in reverse?

This seems to be a recurring issue for a visitor at the present time. The Burke race comes up again



and again in conversation. How will the Supreme Court deal with the complaints of a white student with no particular social advantages who could not get a place in college, but could subsequently show that others with less good academic qualifications had been awarded places on grounds of race or ethnic grouping? The blacks overturned segregation on the grounds that they were constitutionally entitled to equal treatment. How equal is preferential treatment?

"Affirmative action" to increase the representation of minority students and teachers has been a liberal touchstone. But the Burke case has caused many Americans to doubt and to restate the virtues of an anti-racist philosophy which is genuinely two-edged.

Professor Martin Trow at Berkeley is one who has pointed out how ludicrously American government and legislation has accepted racial terminology. When Hill's propaganda is chanted out lies about purity of blood and the taint

of Jewishness. American anthropologists had nothing to say for their unscientific ravings. Yet today, college admissions require race to be taken into account without any particular definitions. Even having a Spanish surname can place a candidate in a privileged category which allows for reserved places for over-qualified sons and daughters of Mexican immigrants while keeping out disadvantaged whites.

There is an irony to all this. If a WASP with poor grades whittled in to get into college and put down on his application that he was black, it is not at all clear what the college would do. "Affirmative action" certainly does not imply any South African style race-test to sort out who is who. The more America departs from a genuinely non-discriminatory principle, the sooner such obvious tests will become a logical requirement—except, of course, that the nine wise men in the Supreme Court would strike them down as unconstitutional, and then the whole argument would take another turn.

Some sociologists deplore the emphasis on race because it comes at a time when the growth of a sizeable black middle class is already changing the nature of the problem. The black middle class has much more in common with the white middle class than with the rest of the black community. Class is becoming more important, race less, and as this happens, ethnic affiliations can take over from racial labels.

As Martin Trow sees it, ethnicity is voluntary, race is compulsory. An Italian-American can be as much or as little a member of his ethnic group as he cares to be. But someone who is designated a member of a racial group has no option, the designation carries compulsory status.

Trow sees the most optimistic development of American race relations in the emergence of the blacks on another ethnic group alongside the Irish, the Greeks and the Italians, whose St Patrick Day parades have just been celebrated in an orgy of beer and southern. But this means rejecting such temporary gains as legalized positive discrimination which might yield and thus provoking the backlash from the disadvantaged whites, who will otherwise demand their own brand of affirmative action.

Stanford School of Education is, by common consent, one of the very best in the country. It is currently engaged in a full-scale review of its programmes (as also is Harvard). Others look on with interest. The dean, Dr Arthur Cole, a big, handsome man, set up the review more than a year ago because the age profile of the professoriate showed a number of important posts would fall vacant in the next few years and the school needed to decide how to fill them.

Quite suddenly, the situation has been changed by yet another of those American legislative whims which alter the rules in the middle of the game. By another triumph of Grey Power, Congress has passed



a law pushing the retirement age for university professors to 70. Even more far-reaching California legislation has a state law doing away with the cap of a retiring professor's salary. The effect on public and the civil rights of the elderly is that age alone will no longer be a reason for being retired. It is not clear how much of a reason for being retired one can be taken by the law.

Nobody yet seems to know how it will work out in practice. Two thirds of the retirement fund was expected to be delayed though nobody can say for sure. A top professor might get \$15,000 a year; a new associate professor not much more than \$5,000. Not only will it be longer for old men's days but there will be less money available for junior appointments.

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It all seems to point to yet more disorders and performance reviews and official warnings: all explicable but hostile to college existence.

Stuart Mach

### Next week

Writing for Warnock's American principal and an English headteacher write on integration-segregation within special education.

recommended, was an entirely reasonable. His appeared well-placed from the club suit had some and it is partner had been declared might be in work. You can't argue with a 2,660.

Later in the evening the dramatic West took his me, with a beautifully played 2,660.

West opened one spade. Doubled the 10 of hearts. North led a trump. Returned to his hand with a trump. He then led a trump. Covered North's void, and won dummy's ace. I was now out of taking two trump tricks, but I had a lovely vanishing trick.

I had to ruff the ace of spades when West under-ruffed me to one trick only.

John G

# THE TIMES Educational Supplement

Friday April 7 1978 NUMBER 3275



John Tomlinson: a growing cynicism.

## Schools Council set to oversee common exam standards Breakthrough for 16-plus reforms

by Stuart Mach

After years for the Schools Council working for a common system of standards at 16 plus are likely to be recommended this summer. The Secretary of State's steering committee on the 16-plus, chaired by Sir James Wallhead, is expected to recommend a reorganised administrative system and a central controlling body which will be the Schools Council.

Financial studies carried out for the committee by DES accountants, by independent accountants in the area of local authority accountants, have been used to show that such a reorganised system would be no more expensive.

By the time the committee reports, the Schools Council will have completed its structural work, which gives consumers a voice in shaping a council. Its new chairman, Mr John Tomlinson, will have taken over a new secretary will probably have been appointed as the chief executive.

Tomlinson, speaking of his role, said that he has been asked to do a job which is to be given serious work in the field of curriculum and examinations. The Schools Council will have a new chairman, Mr John Tomlinson, will have taken over a new secretary will probably have been appointed as the chief executive.

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## On a hiding to nothing

Running through Mr Fred Jarvis's state of the union address to the NUT—and the corridor gossip which expressed the mood of this year's Blackpool conference—was a certain euphoria. The thousands of delegates gathered in the aftermath of a bitter confrontation inside and outside the Burnham Committee. Tempers had run high. The management panel had laughed. The teachers allowed themselves to be allowed room; the government representatives tried to interpret their own rules with unreasonable severity. The teachers, without exhausting the statutory arbitration procedures, pressed ahead with a damaging withdrawal of cooperation. School meals sanctions brought their own kind of disorder, including ugly incidents as pupils took their cue from teachers and made their own demonstration. After a good deal of coming and going and the resignation of Sir Ashley Bramall as leader of the management side, negotiations were eventually restarted, and a settlement was reached on a rather more generous interpretation of the 10 per cent rule. The L.E.A. representatives (but not those of the DES) were also persuaded to join the teachers in a plus but guarded statement of devotion to Houghton principles, the cash value of which (if any) remains to be seen.

Nobody yet tells whether the teachers got a better deal by putting pressure on pupils and their families than by arbitration. But certainly—if the mood of the NUT and NAS-DEU conferences are anything to go by—it was all a great deal more fun and gave union leaders a lot more to crow about. Everyone wants to believe that sanctions have been highly successful on pay, as they have been against local authorities which made staffing cuts. But at what cost? Anyone who raises doubts about the long-term effect of industrial action by teachers can expect the scorn of the new hard men. Strikes and slowdowns and non-cooperation are now symbolic of virility, indignity of the teacher's trade unionist and the teachers' unions as members of the TUC. They epitomize the new ideal of the trade unionized profession which weeps crocodile tears over those efforts—the pupils—who have to suffer, while proving that the ends which sanctions achieve justify all the means.

But is this what the latest episode proves? There is another explanation. It is by no means clear that it was a spontaneous outburst of public indignation which caused the local authorities to collapse. On the contrary, public outcry against the local authorities was muted. The complaints were mainly against teachers. Local authorities were interested in chasing votes would have been well advised to stand out against the teachers.

It seems much more likely that what caused the walls of Jericho to collapse was a determined push from the inside. In this scenario, it was liberal elements in the management panel who realized what damage a prolonged dispute would do to the cause of education. They saw that the "education party" in local government would suffer along with the teachers—and therefore made an all-out effort to persuade their colleagues to settle. In so doing they played their ace, putting their influence to the test in a way they will not be able to do a second time, to prevent the teachers' unions playing into the hands of the Boyssontie opposition.

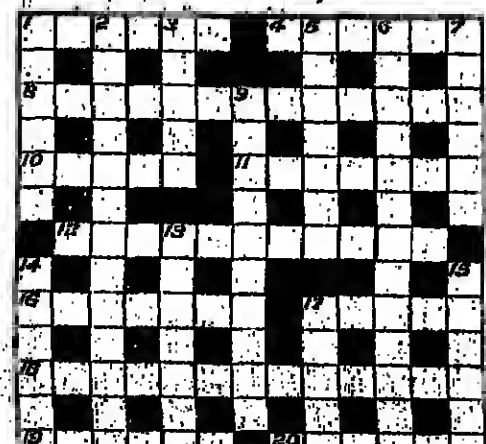
It is certainly time to recognize that the main-tained schools are beset by detractors who have noted what the teachers' unions did and will not be slow to link it with other complaints—relate it, in fact, to the whole argument about standards of attainment and behaviour. The mood is quite different now from that of ten or even five years ago. It is all very unfair, but the teachers are on a hiding to nothing. Many of the criticisms are inadequately informed and politically motivated. But this only makes it more important that teachers should not surrender their claim to act reasonably in the interests of children.

What would do most harm to the cause of education would be for the public to become cynical about teachers: to come to regard them as no different from—no more scrupulous than—any other group of wage and salary earners. Teachers' union leaders are in a dilemma. They see their task to be that of defending the schools and campaigning for more resources. As they campaign for more resources—more money and staff—they dwell on the shortcomings of the present situation, joining their voices to other, less sophisticated critics of stinking fish, who cannot accept that there should be failures in basic education when the education bill runs in billions. There is a much better chance of getting public funds to support success than failure. Talk about low teacher morale and a new mood of militancy doesn't suggest on education service on the way up.

### No comment

"The Cretaceous is concerned that the chevron is using furniture polish on the thermoplastic floor." He says he has slipped two or three times on it. He has asked me to ask you to write him a letter saying that someone has slipped on the floor in question, and suggesting that the floor polish is changed to reduce the risk to those using the room. He can then show the letter to the chevron and she will then change the polish." Mama to the principal of an institute of adult education.

### Crossword No 1,126



#### Across

- 1 Sounds like a seed entered, as oad would expect (6).
- 2 Fanciful peity officer (6).
- 3 Thieves try to crush non-cooperative recidivist (7, 2, 3, 5).
- 4 A human committee (3).
- 5 And about it (7).
- 6 He pointed to pretty picture of marriage (4, 7).
- 7 In which one does not earn a living professionally (5).
- 8 Minimum "norridge" (2, 4, 5).
- 9 Available to stand and stare (2, 4).
- 10 Do "red" how they loved (6).

#### Down

- 1 Constabulary copper (6).
- 2 Here are better for a monarch (5, 3, 5).
- 3 Building (5).
- 4 Find fee for official (7).
- 5 No doubt be local cases when and how to put one's foot down (7, 6).
- 6 One by one, yet not singly (6).
- 7 Shaky greeting (4, 2, 4).
- 8 Honour for an R.A. model (7).
- 9 Article (7).
- 10 Transposition in the field (6).
- 11 Erection like a breakdown van (5).



### Bridge

It is rare to be able to make a slam in four different denominations, but here is one of them. It is a suit which both opponents have bid freely and unconventionally, and rarest of all to get a top score after two serious bidding errors. But this is what happened to me last week when I picked up the biggest hand I can remember.

Playing with an unfamiliar partner in a friendly rubber, vulnerable against non-vulnerable opponents, I dealt myself:

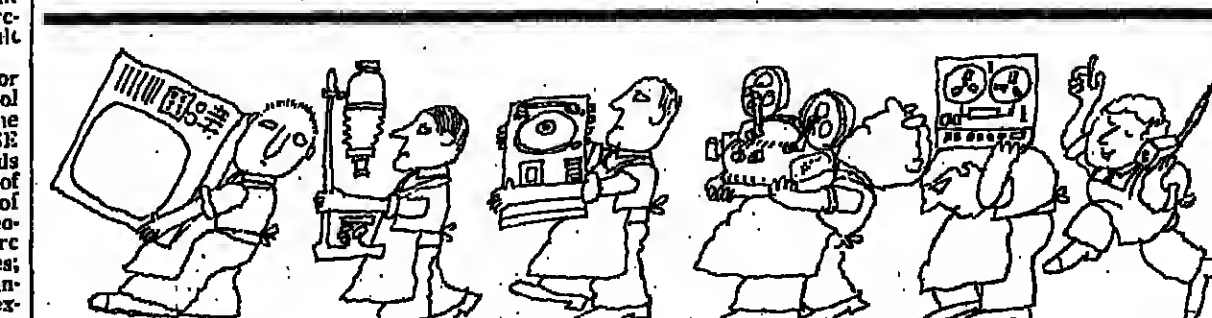
♠ A K Q J  
♥ A K Q  
♦ A K Q J  
♣ A K Q J

I opened 2 clubs and my left-hand opponent bid 2 diamonds. Partner bid 2 hearts and right-hand opponent 3 diamonds, which caused my first error. Not certain that we could make a slam, I decided after a long pause to take the penalties and doubled. My partner bid 3 spades without hesitation, and two Blackwood bids told me he had the A K of hearts.

I still didn't like the grand slam, in hearts we might be missing the queen, and in spades there might be entry problems for setting up a long diamond in my hand. I settled for 4 hearts. To my astonishment East doubled, and it was not a bad one for me to redouble. I was not one of partner's 5-card majors would come to for a grand slam. Here is the full deal:

♠ A K Q J  
♥ A K Q  
♦ A K Q J  
♣ A K Q J

The post-mortem revealed that N-S can make a NT 7 spades or 6 hearts. This can be made 6 diamonds, even if played by a beginner. Although 3 diamonds doubled is a good contract for E-W they lost 1,300, or 1,500 if North leads a trump—the hand does illustrate the danger of intervention for its own sake. West's double, though not



Diagrams '78: six page preview of the huge European educational exhibition, with a special introduction by Guido Brunner, EEC Education Commissioner.

### This week

Time served, the hallowed path to craftsmanship status, is dropped in a new system of apprenticeship proposed by the Engineering Industry Training Board this week.

### OK on pay, but...

Industrial action in support of the teachers' pay claim has been called off after a 10 per cent offer was accepted, but sanctions against overstated classes and cuts in pay remain to do. "voluntary" duties may also continue.

### Eisenstein

Nicholas Wapshott writes about the life and work of Sergei Eisenstein page 14

### Cambridge rebels

Conservatives in Cambridgeshire are continuing to pay for 70 children at independent schools, despite two instructions from Mrs Shirley Williams to stop page 3

### Extra: Careers

Can and should children in need of special education be integrated into

### Classified ad

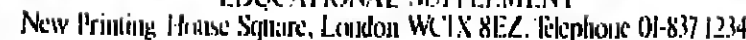
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## NUT conference, Blackpool: Stephen Cohen reports

### 'Next year our anomaly will go ...'

The National Union of Teachers voted overwhelmingly last week to accept the 10 per cent salary increases offered in the Burnham Committee. Delegates to the Blackpool conference, representing 246,000 teachers, rejected a bid to continue taking industrial action in support of a further 2½ per cent claim.

An emergency debate on Saturday morning heard calls from the extreme left to extend the action in furtherance of the original 12½ per cent claim. Mr Dick North, the only following executive member, said that almost every other pay settlement had broken the Government's 10 per cent guideline. "We are being asked to accept a settlement that is substantially worse than any other group of workers have accepted."

Teachers' salaries, he said, had declined in comparison with other workers. Now was the best time to fight and continue the struggle.

But Mr Tony Forsk (Lewisham) asked if delegates were prepared to commit union members to a long struggle for the extra few percentage points.

Mr Dennis Sele (Bexley) said he was not from the left-wing minority, but he had had a reaction from his members. Accepting the pay offer would mean introducing another anomaly into the pay structure.

In some schools a deputy head could earn less than a classroom teacher because the offer did not include special rises for deputies. "We cannot accept any agreement that will increase anomalies," he said.

Mr Bernard Rogan (East London) said teachers' salaries had declined by 24.8 per cent since 1975. "Therefore, the 10 per cent offer means a cut of 14.8 per cent in wages." The statement from the management was "a series of lies," he said.

Mr Rogan said the management was "a series of lies," he said. "The levels produced after the Houghton award was not worth the paper it was written on."

Earlier Mr Fred Jarvis, the union's general secretary, described the salary negotiations as a mixture of melodrama, prevarication and high farce. "The proceedings in Burnham were so bizarre that they would stretch credulity in the utmost."

Mr Jarvis assured the conference that the anomaly over heads and deputies would be put right in the next negotiations.

Negotiations next year will centre on demands for the restoration of differentials and royalties established by the Houghton award of 1974 and the arbitration of 1975.

Mr Jarvis said the union would not accept an executive memorandum on the strategy for industrial action to be taken during the next 12 months.

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Closes attention from three of the audience.

## Let's pull together, says Dewi the peacemaker

Teachers, government and local authorities urgently need to find a new peaceable partnership if they are to restore public confidence in schools, said Mr Dewi Bonner, incoming president of the National Union of Teachers, last week in his presidential address to the union's annual conference in Blackpool.

But while he wanted real partnership, he stood firm against what he saw as Department of Education interference in the content of school lessons.

"Let me say, first of all, that I reject the idea that the school programme should be directed towards preparing pupils to enter manufacturing industry," Advice from industry was welcome. "But it is teachers who have had the experience and detailed knowledge of the children. This is why teachers are in the best position to evaluate, discriminate and modify curriculum."

Teachers were not against suitable monitoring of educational progress but they did not want blanket testing.

Universal testing could lead to damaging and misleading comparisons of pupils with pupils and school with school.

Mr Bonner said the future of special education for the handicapped was in jeopardy because the 1976 Education Act advanced that

the handicapped should be taught in ordinary schools.

The NUT was not opposed to integration and recognized its many real advantages. "The union's concern is that handicapped children will be placed in ordinary schools with the minimum of provision or support for the school of the child."

On nursery education, Mr Bonner said there were more than three and four-year-olds in school in 1976 last year. This was a "red herring". School buildings were in a "deplorable condition."

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Relationships between the DES and teachers could be improved if the long promised regulation of early retirement were produced. This might have proved an answer for the early release of teachers thereby allowing more recruitment and a reduction in unemployment.

Another major factor which he "continuously" soured "relationships between authorities and teachers was the method of appointment and promotion practised in many schools."

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## Beware the election, Jarvis warns

There will be in for a rough election, Mr Jarvis told the conference. Education will be a major issue, he said, and the political parties will try to outdo each other in the voters' imaginations. The role of education in our society is of such major importance that it can be kept out of the political arena. But what we do have a right to expect is that any government should be on its guard against the political parties.

What worries me is that the election might go in for a public election on issues like parental choice, voting with each other as in the past, and the most serious of all while concealing the realities of how much choice can or cannot be provided.

There is a danger, too, that we shall have from some politicians the media more of the kind of irresponsible misrepresentation of the achievements of schools that we have had in recent months with more and more demands for testing of this, that and the other, and calls for a uniform curriculum and the suppression of any but the most orthodox of teaching methods."

Politicians during an election period are to tell schools what objectives they should pursue and what the aims of education should be, he hoped they would recognize that schools were not the only force in society which influenced young people.

Mr Jarvis challenged the Education Secretary to stop rebel local authorities from delaying the abolition of grammar schools.

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## Seat-share satisfaction

The National Union of Teachers is to keep its overall minority of representatives in joint union meetings with the Government. The Advisory Conciliation and Arbitration Service has recommended that it should have eight seats—more than all the other unions combined—when Mrs Shirley Williams, the Education Secretary, invites teachers' associations to discuss educational issues.

Under the plan put in Mrs Williams' National Association of Teachers' Union of Women and the Association of Assistant Masters, Secondary Heads' Association and the National Association of School Teachers would have one seat

each. The respective unions would not be an ACAS officer and it has been agreed that their representation should be based on their 1976 membership figures, which have been examined and ratified by the Joint Council.

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## NAS-UWT conference: Bert Jones reports from Harrogate

### Away with shaky sixths, says Jones

Some comprehensive schools would never, however large they became, achieve viable sixth forms, Mr Stau Jones, incoming president, told the annual conference of the National Association of Schoolmasters-Union of Women Teachers at Harrogate on Tuesday.

"Let us face facts," Mr Jones said. "This is no fault of the schools themselves." Some districts were simply not suitable. In such schools it was a mistake to attempt to provide sixth form education.

Mr Jones in his address also questioned the value of putting teachers in community homes under the control of the social services, warned against political infiltration among senior pupils and blamed the upheaval of secondary reorganization, financial stringency and changes in society's attitudes for most of the problems teachers faced.

Where sixth form education could be provided it should be, Mr Jones said, with no discrimination in favour of under-privileged children. "But where it cannot function properly we demean our profession by pretending to provide it."

Such efforts led to heads delighting in pretentious lists of A level courses while the rest of the school paid for it, Mr Jones said. "While a few specialists become almost personal tutors their hard-pressed colleagues are trying to cope with over-large and under-motivated forms."

"The emphasis ought to be on the needs of the 11-16 pupils: do what is best for them and then, and only then, see what must be done to make sensible provision for sixth form pupils."

Mr Jones pointed out that when approved schools this service was taken over by social workers, putting the teachers under the director of social services, although their job required special skills and dedication these teachers found themselves under superior looking, knowledgeable and understanding.

"It is particularly galling when experienced teachers are lectured by young and inexperienced social workers about the needs of their pupils. The attitude of many young social workers is out of touch with teachers' needs and values."

Mr Jones called for a return of community homes to the education services. He called for the cost of teachers' salaries, pensions and training to be taken off the rates and paid by central government. It would not follow that local authorities had no longer an effective say in the education service. The arrangement worked well in Northern Ireland where local education boards were able to look at the purely educational problems in their areas.

"From the hassle of hagglng with other local service chiefs about their budgets."



Mrs Williams: a way to motivate the less academic.

## School apprenticeships system on the way

Less academic pupils will cover the first six months of craft apprenticeship training during their last two years at school if employers, unions and the education service agree, Mrs Shirley Williams told the National Association of Schoolmasters-Union of Women Teachers conference at Harrogate. It would be a step towards motivating this type of pupil by introducing a more vocational element into their curriculum, she said.

The Education Secretary condemned teachers for setting a bad example to pupils by applying sanctions to support their pay claim. She asked local education authorities to implement early retirement for some teachers, and she said she would soon be issuing advice to schools on how to deal with disruptive pupils.

Discussions had already begun with the Engineering Industry Training Board, employers, unions and the education service on allowing apprenticeships to begin while pupils were still at school. "We don't expect any objections from the unions—I have already discussed it with Hugh Scanlon—provided the training can be firmly school-based," Mrs Williams told a press conference.

She did not agree that the problem of motivating the less academic pupil was something that should have been thought of when the

school-leaving age was raised 16 years ago.

Mrs Williams told the conference that teachers would shortly be the benefit of two surveys recently carried out by HMIs. One was a current practice in some schools and the other was a survey of discipline and truancy in secondary schools in dealing with the special unit. The most authorities now had for the first time the most difficult pupils. The results would be circulated to schools and authorities in a month.

"Head teachers are under pressure and few of them have an art education," said Mr Terry Satterly, president of the society. "They need to see their art departments combat truancy."

Regulations had already been put in place to provide for the early payment of superannuation benefits to teachers over 50 who retired through redundancy or "in the interim of the efficient exercise of the employer's functions." This was the voluntary retirement scheme which teachers were calling for.

"Local education authorities with ing to anticipate these regulations should ask us for advice and they may be able to go ahead."

While acknowledging the importance to teachers of the Hughes report and emphasizing that the Government did not repudiate its recommendations on pay relations, she said there could be no forward commitment to restoring that present.

### 'Call it voluntary or call it off'

Delegates voted not to endorse use-of-school activities if local authorities refused to give assurance that they were regarded as voluntary. This would exempt teachers from having to pay tax on any received for expenses.

Mr Terry Casey, general secretary, said a circular from the Association of County Councils asked members not to cancel local authority holidays.

The conference agreed not to vote on the motion.

● A call for the school day to begin at 8 am and finish at 1.30 pm was rejected by the conference.

### Europe-style holidays hope

Proposing that school regulations be amended to allow teachers to benefit from any future additional public holidays, Mr J. P. West, Southampton, said that in the members' ballot the motion had moved from 6th place last year to third this year.

That was because another public holiday had been awarded in workers—but not to teachers. "New Year's Day fell in school holidays, but May Day did not. We are now

## Action threatened over Burnham seats

Teacher associations not affiliated to the TUC should have no place on the Burnham Committee, the conference decided. Delegates voted unanimously for a referendum on the committee, and pledged militant action if the NAS-UWT did not get proper representation.

At present the association has three seats compared with 16 held by the National Union of Teachers. With its membership at 102,000 and amalgamations due at other associations on the committee, notably the assistant masters with the assistant mistresses, the NAS-UWT believes the time has come for a radical

change in the pattern of representation. Moving the resolution, Mr Ron Cocking, treasurer, said new machinery was needed for negotiating salaries. It should be able to include consideration of conditions of service which the present Burnham Committee could not.

On the allocation of seats, Mr Cocking said: "I challenge the NUT to submit their membership records to independent examination. If they hesitate because of financial problems, we'll pay for it. We've got the money."

Mr A. Bellurby, seconding, said that when approached the Advisory, Conciliation and Arbitration Service

had suggested 8:3 as a proportion of NUT in NAS-UWT in joint union meetings with the Government. "This would mean 16.5 on Burnham."

Proposing an amendment that non-TUC affiliated unions should be excluded, Mr Tony Osborn said they were an encumbrance. "Do not see their role in trade union terms. Well, we'll look after their side for them and prevent them selling their goods."

He assured delegates who were mistrustful of being asked to join on yet another battle that the executive were not demanding reform of Burnham but were not.

## State of the art: shrinking

Art teachers may be pushed out of secondary schools by shortage of funds and public pressure for more money to the three R's, the conference of the National Society for Art Education was told in London last week.

"Head teachers are under pressure and few of them have an art education," said Mr Terry Satterly, president of the society. "They need to see their art departments combat truancy."

Delegates called for more co-operation between organizations representing art teachers and for research into the purpose and content of the art education curriculum. But a proposal to consider the voluntary retirement scheme which teachers were calling for, was rejected.

Mr George Williams, secretary of the society, said the number of teaching posts advertised had fallen drastically in recent years and there was widespread concern that in education in the schools would decline.

The Government's Green Paper on education paid but slight attention to art education, said Mr Satterly. The insignificant commitment on the function and purpose of art in education in that document amounts almost to an insult to our existence. It is our intention to meet the challenge.

A core curriculum consisting of only two elements (literacy and numeracy) was inadequate, "a cardboard structure much less durable than a well-designed three-dimensional curriculum." Educational plans for future citizens must include the development of the aesthetic sense, and emphasize the expressive, creative elements which are essential to a civilized society.

Mr Norman Birch, secretary of the Association of Art Advisers and an inspector with the Inner London Education Authority, urged "a tremendous expansion of research" into art education. Secondary school syllabuses rarely reflected what was going on.

There was great danger in popular misconceptions. The idea that art was just painting or pottery was wrong and for all in the primary school was common but wrong.

"We need to know how children learn through art."

Mr John Talbot, director of Bromley Institute of Higher Education, was principal of Gannett College, Birmingham.

Mr R. L. Thompson, deputy secretary of the Anglican Examinations Board, was secretary.

Mr H. Hon. the Lord Shepherd had been appointed Chairman of the Medical Research Council.

**Schools**

Mr J. Wilson, deputy head at Aldridge High School, Northumbria, was head of Cockermouth Grammar School, Cumbria.

Mr David Burgess, head of C.E. Primary School, Birmingham, was head of Rushley Primary School, Bedford.

Mr B. Thompson, head of Northampton School, was head of North Hants School, Bedford.

Mr J. Ashford, head of the Junior School, Battersea, was head of High View Primary School, Battersea.

Mr W. Evans, deputy head of Drayton School, Tottenham, was head of Tottenham School.

Mr David Jewell, head of Bristol High School, was head of St. Mary's School, Kent.

Mr M. Nixon, head of St. Mary's School, West Wiltshire, was head of St. Mary's School, West Wiltshire.

## National Association of Social Workers in Education conference, Blackpool

### Flexi-time for more fulfilled pupils?

Children should not be forced to attend lessons with teachers they disliked, Mr Dudley Fiske, chief education officer for Manchester, told education welfare officers meeting in conference in Blackpool. "I've often wondered whether it is really necessary, or consistent with a child-centred approach, to insist that children continue to have lessons with a particular member of staff whose appearance on the timetable even only once or twice a week is enough to reduce them to utter misery."

"We all have to endure things we do not like but who knows what harm may be done to a child's attitude to school in general through undergoing such an experience."

Mr Fiske said schools could make working hours flexible, so that children could start later or finish earlier if they wanted. In some schools attendance had been improved by allowing older girls, who had to look after children, shop or prepare a meal, to go home early or arrive late.

"It is not much use knowing that a child has difficult home circumstances if the school is unable to adapt itself to help remove any adverse effect that it may be having on the child's education."

Mr Fiske said that studies of

truancy suggested that it was more frequent in schools organized on highly bureaucratic lines.

The conference passed a series of resolutions on topics as diverse as venereal disease and unemployment. They expressed concern at the use of children in pornography and called for new laws and stronger penalties to protect young people from abuse.

More emphasis should be given to the seriousness of venereal diseases in sex education lessons, delegates decided. Too much attention was devoted to contraception.

Local authorities were called on to set up special units for pregnant schoolgirls and schoolgirl mothers. Mr Ted Mather (Hampshire) said

there was a steady increase in schoolgirl pregnancies. "If, as seems likely, the age of consent is lowered to 14, the increase will rise," he said.

In his part of Hampshire, there were eight pregnant schoolgirls last year out of a female school population of 16,000. Two were aged 14.

Family allowances and child benefits should be withdrawn from parents if their children persistently played truant, the conference decided.

An attempt was made to ban wine and cheese parties on school premises but the conference defeated the move.

Stephen Cohen



Dudley Fiske: attendance has been improved.

### Race statistics 'need not be divisive'

Collection of statistics about ethnic minorities in schools need not be divisive or prevent children from being treated alike, said Mr Hugh Bonner, chairman of the National Association for Multiracial Education, at the weekend.

But if we were to insist on collection it would be necessary to identify the country of origin of each child, he told the tenth annual

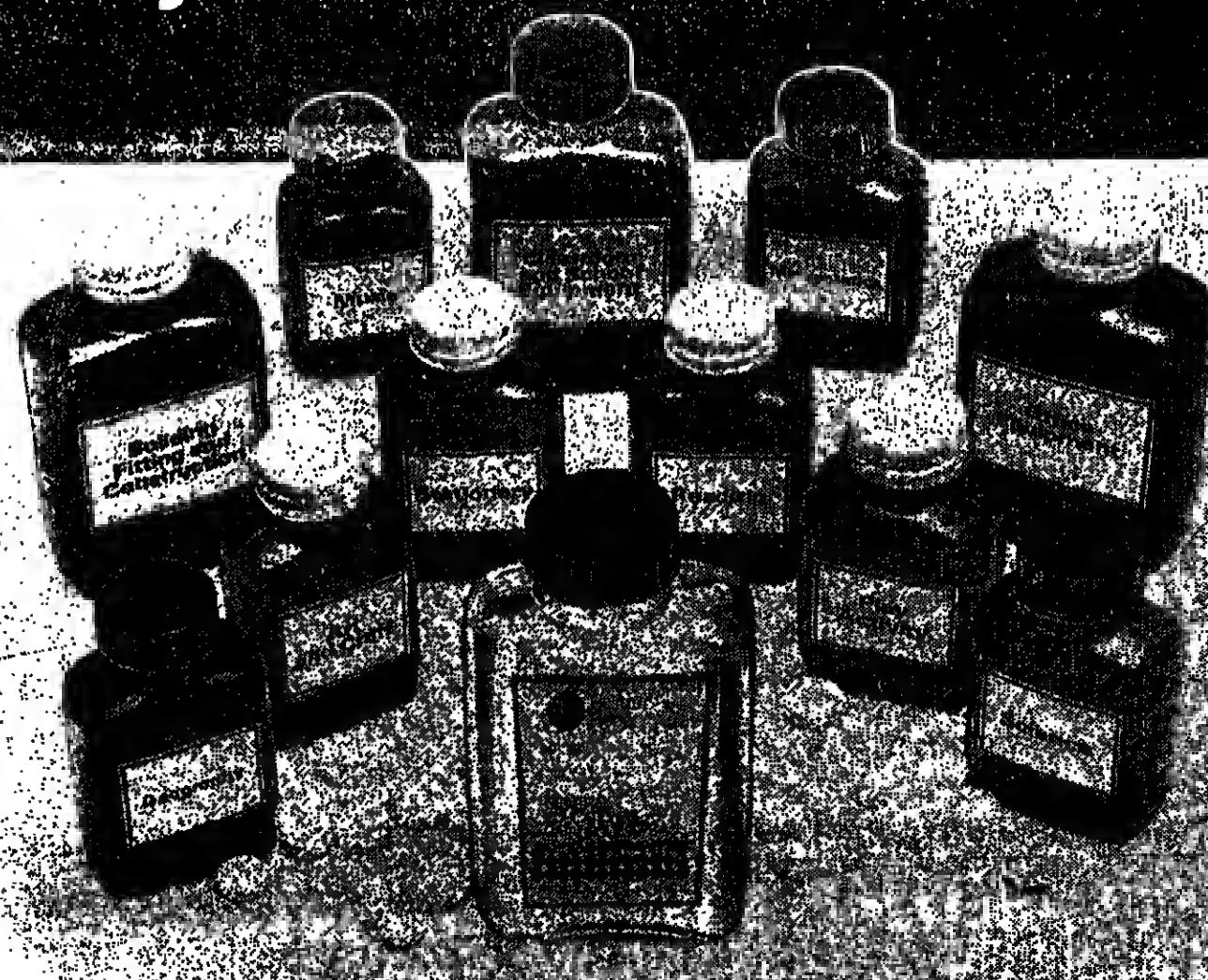
study conference of the association, which now claims more than 1,000 members.

A good school, he said, must start by considering the needs of its pupils and establishing a close understanding of them. "Surely, if one is to get to know and understand the children in our schools, then the country of origin and ethnic background from which they come is one of the vital factors which must be taken into account."

Mr Peter Newman, education officer for the ILA, said there were "hard practical reasons" for collecting facts on ethnic minority groups and their performances.

Most important was the disconcerting evidence that had come to light about performance. This had still not been collected in enough detail. It was also difficult to raise money to put matters right "until you know exactly what you want it for."

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## Formal ban on physical punishment proposed

A children's rights commission wants physical punishment by parents and teachers to be banned. Colin Narborough reports on this new addition to Sweden's parental code

**STOCKHOLM**  
A formal ban on all physical punishment of children has been proposed in the preliminary report of a Swedish commission on children's rights. The report, which is now in the hands of the Justice Minister, says the ban should be made a part of the existing parental code. It would apply to everyone engaged in child care: parents, teachers and institutional staff.

The report on children's rights urges more study into ways in which the child's interests and needs can be better safeguarded. The commission's task will now be to take a thorough look at all the situations in which parental support for the child fails and conflicts arise between the child's requirements and the interests of the parent.

The commission also recommends urgent action to implement a complete ban on physical punishment. The present parents' code in Sweden contains no specific clause forbidding parents from physically punishing their children. The commission members believe, however,

that this form of abuse is widespread and considered by many to be a normal part of child-rearing. Physical punishment constitutes a threat to the physical and mental safety of the child, the report says. It proposes a rule should be inserted in the parental code stipulating that the child must not be exposed to physical punishment. This is aimed primarily at parents and other guardians of children, but the commission lines that it is also intended to protect people in charge of children outside the home too.

The proposal means that all physical punishments, such as slaps or smacks, would also be regarded as "unsuitable". The legal weight of the commission's work gets its force from the fact that the report is to be presented to the Riksdag (Parliament). But the report also has the force of a public opinion poll to promote public opposition to physical punishment and to help the government to bring about changes in the law.

Though the Swedish tradition of non-violence is well known, the report says that the country's 250,000 southern and eastern European immigrants seen as part of child-rearing culture, the commission says. Furthermore, it indicates the need for a convention to serve as a model for better information and support for parents on how to provide proper care and attention for children.

Soviet Union

## Russians experiment with special help for slow learners

by John Dunstan

Remedial classes and remedial learning techniques are being tried out in the Soviet Union for children with what is known as "temporary retardation of mental development". Successful experiments in this field have recently been reported from Latvia and the Russian city of Gorky.

This is a new development since special provision has been traditionally restricted to those categorized by diagnostic tests as mentally or physically handicapped but retarded. In 1975 one per cent of Soviet schoolchildren were attending special schools of this kind.

Underachieving children not sufficiently retarded to be graded as handicapped have as a rule been taught in mixed ability classes. The underlying belief is that the weaker child will learn by drawing them on by helping them and by serving as models to be imitated.

The new remedial groups are a marked departure from this practice. Called "equalizing classes" in Latvia and "individualized teaching classes" in Gorky, they enjoy the support of top educational research institutes. Their basic principle is that they are not more than half the size of ordinary classes, and the teaching proceeds at a gentler pace. Contrary to some educationists' expectations, this close attention in a group of intellectual peers has not

only speeded up the children's mental development but also improved their personality. The children have been asked more questions and put the answers right and left in self-confidence.

In Gorky the pupils in equalizing classes have been compared with underachievers in ordinary classes. In the mixed ability class the children's self-rating fell but in the remedial groups it rose. The remedial classes showed a "distinction" in the children's self-rating, and showed a marked improvement in their schoolwork.

It is reported from Latvia that after two or three years in equalizing groups, following a stimulating primary syllabus, the children have been able to return to ordinary classes. The Gorky experiment, however, has developed on different lines. The individualized classes were combined into a special remedial boarding school. The remedial syllabus has been designed for the pre-primary and the primary forms, while the ordinary children are still working to standard ones.

This year the school has gone over to a new timetable. Increased attention is now to be paid to methodology, and the experiment is expected to have the blessing of the authorities.

## Moro kidnapping stirs leftist student protest

from Dalbert Hallenstein

**TURIN**  
The kidnapping of Signor Aldo Moro, the president of Italy's governing Christian Democratic Party, and the massacre of his five men, has stirred a wave of protest on the secondary schools and universities. Within an hour of the kidnapping most of them had closed down throughout Italy.

School pupils and students were present in large numbers at the public meetings held in the days immediately after Signor Moro's kidnapping and some members of the left were among those who heckled the politicians—both left and right—who gave speeches denouncing the kidnapping and murdering.

The protest meeting, especially at the time of the kidnapping, was an expression of left-wing antipathy towards the establishment politicians who were speaking at the time, rather than an approval of the kidnapping. For almost a year Italy's left-wing student movements have been debating the theme of political violence as a means of revolutionizing society.

At a mass gathering of more than 1,000 young people in Bologna last November, it became apparent that the vast majority had decided to reject physical violence and assassination as a valid political weapon. The representatives of the armed revolutionary groups, such as the Red Brigades, found that they represented only a tiny minority of Italy's extreme left-wing students.

But the brutal snuffing out of two non-violent left-wing secondary pupils in Milan a fortnight ago could have an unpredictable effect on Italy's extreme left student movement. The killings were widely interpreted in student circles as an act of neo-fascist provocation, and could lead to a chain reaction of violent reprisals in schools and universities.



Signor Aldo Moro.

John Kirkaldy meets the new president of the Australia Teachers' Federation

## Idealistic young president firmly rooted in reality

by John Dunstan

**SYDNEY**  
The president of the Australian Teachers' Federation (ATF) has received so much publicity in his first two months of office that he is now a household name. Mr. Van Dey, who took office on 1st October, is a young man of 33, the youngest of his predecessors, who were all middle-aged and tended more to a conservative outlook. Mr. Van Dey is young, articulate and idealistic. At 33, he is by far the youngest ever president of the ATF, which has 134,000 members, is the country's third largest union.

Mr. Van Dey is, however, firmly rooted in reality. He comes from a background of teachers with strong union links and was trained at Wesley Teachers' College. His teaching appointment was in a rural single teacher school. He has taught at several of Sydney's inner-city, suburban schools.

"I found problems also existing in other schools, but magnified by old, dilapidated buildings, inadequate playgrounds, and a shortage of teachers and resources for the teachers and the students. I found that the children are still working to standard ones."

These problems affected every school, particularly the migrant schools. Yugoslavs, Chinese, Greeks, and Portuguese. He

reduced. This ignores, he claims, Australia's rapid inflation rate and the needs of the system. "The Schools Commission sets the amount of money needed to provide minimum acceptable standards, but its recommendations have been cut by 40 per cent," he says.

Senator Carrick's claims that Australia faces an over-supply of up to 60,000 teachers by 1985 are dismissed by Mr. Van Dey as a "discrepancy". It is the cuts in educational funding that will raise, he believes, any over-supply in the numbers of teachers.

He believes that the downturn in Australia's population growth rate represents an opportunity to improve the country's educational system, particularly for disadvantaged groups such as migrants, aborigines and the poor generally.

He feels that Australian education has suffered as a result of federal action. "We could now have had no class exceeding 30 students, 10 per cent of teacher time could have been spent on other than face-to-face contact, a \$A30m country education programme could have been completed, ethnic language courses could have been introduced in schools and urgent improvements could have been made in areas of specialized teaching, libraries and guidance officers," he claims.

He is made angry by allegations that education is failing the community; he dismisses claims, such as those of Professor Leonie Kramer, President of the Australian Council for Educational Standards, that schools are producing too many illiterates incapable of dealing with life. "It is the old methods, not the new, that have failed—the new have hardly had time to work," he says.

In the future he wants the ATF to campaign at every level to reverse federal cuts in education, fight the anti-education lobby, and make teachers think at a federal rather than a state level.

"At the moment 80 per cent of funds come from the states, and this is where most unions co-operate. Little realizing that campaigns have a nation-wide importance," he has a nation-wide importance. He is also keen for Australia to take a more progressive stance on world education, particularly in Asia.

Holland

## Infant classes down in size

from John Richardson

**THE HAGUE**  
The number of infants per class in the Netherlands will be reduced from 32 to 31 from August 1. This will create 600 more jobs for infant teachers. More money will also be made available for secondary school buildings.

The Right party Minister of Education, Dr. Arie Pals, said in Parliament that the Government's measures would be made available by delaying the planned introduction of compulsory part-time education for all workers aged under 17. He said that the lowering of class sizes should be seen as a forerunner to other reforms which he hoped to introduce in a plan in May.

As the size of classes in Dutch junior schools dropped from 33 pupils to 31 last August, most educationists are firmly convinced that the merging of infant schools (four to six years of age) and junior schools (six to 12 years) to form the new lower schools (four to 12) will now be made.

The new lower school concept was part of the sweeping package of educational innovations advocated by the previous Socialist Minister of Education, Dr. J. A. Van Kempen.

Teachers' unions hope for far more from the promised May action plan than the 600 extra teaching posts offered. The number of children in the age range four to 12 is forecast to drop from the present two millions to under 1.6 millions by 1983.

If no comprehensive measures are taken this will certainly mean the loss of more than 10,000 jobs, without taking into account the longer-term effects that the declining school age population will have on staffing in secondary schools.

The extra cash for school building will go to about 100 secondary schools; the balance is in a critical state due to age and over-inflating.

South Africa

## Tuition offer to Soweto pupils

from Louis Hotz

**JOHANNESBURG**  
A group of Witwatersrand University students have offered to give private tuition to secondary school pupils from Soweto who refuse to attend state schools in the township. The university students plan to help up to a thousand Soweto youngsters.

The response to the offer has been overwhelming. The students have been swamped with applications and large numbers of personal appeals have had to be turned away from the university campus.

A considerable proportion of the Soweto youngsters have now returned to school and have been re-registered. By the end of February, 30 of the 40 secondary schools in the township had reopened. This is twice the number anticipated at the start of the school year.

The sociolinguistics division of the Human Sciences Research Council in Pretoria has embarked on a project aimed at helping to combat illiteracy among the black population of South Africa. One of the first tasks of the project will be to establish an adequate definition of literacy and to devise tests of literacy which could be applied to South African conditions.

A survey in 1975 showed that one in four adult blacks in the country was unable to read. The 1970 census found that the South African literacy rate as a whole was 39.1 per cent.

In South Africa a number of unofficial cultural and social organizations have in recent years done much to reduce illiteracy among blacks, particularly in the urban areas and among mine workers. One of the newest of these organizations was founded in Johannesburg in February with the specific aim not only of combating illiteracy but also of providing a link between education among all South African blacks.



For Theatre and Club people, Educators and those in Amateur Theatre—in fact everyone concerned with staging theatrical presentations, Rank Strand are touring England, Scotland and Wales in the Spring of 1978 with a complete and varied programme of events.

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April 4th and 5th  
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**EDINBURGH**  
April 18th and 19th  
Edinburgh Suite, Assembly Rooms Building (entrance off Rose St.), 84 George Street, Edinburgh.

**GLASGOW**  
April 25th and 26th  
Television Studio, Royal Scottish Academy of Music and Drama, 88 St. George's Place, Glasgow.

**INVERNESS**  
May 1st  
"Bishops Palace", Eden Court Theatre, Bishops Road, Inverness.

**ABERDEEN**  
May 4th  
Teachers Resource Centre, St. Paul's Street, Aberdeen.

**KIRKCALDY**  
May 8th  
Adam Smith Centre, Beveridge Suite, Bannochy Rd., Kirkcaldy, Fife.



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For a complete list of the special inserts planned for publication in the TES in 1978 please write to the Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

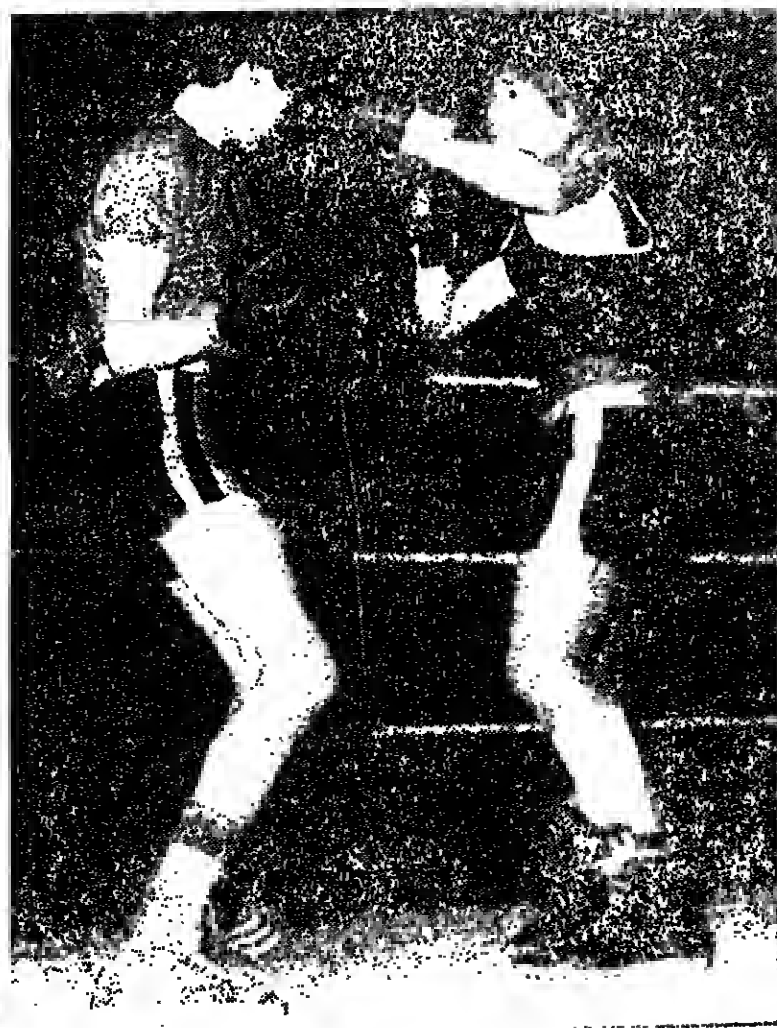
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## Sport



Knockout: Clement Cartledge (right), lands a winning left hook on Stanley Jones (left). (D. J. Dwyer).

## Boxer Robert strides on in father's footsteps

by Stanley Levenson

Robert Smith, the son of boxing manager Andy Smith, had the crowd roaring with appreciation at Panto's Holiday Camp, Blackpool, during the national schools boxing finals.

Smith, of Kiblington School, Bedfordshire, defeated Anthony Sharlette (St Mary's School, Grimsby) by the chance of a third successive victory in a contest of high standard.

This bout, in the intermediate 57kg division, shared the accolade with that in the junior 33kg section in which Tim Frankham (Dusbury Meads School, Herts) outpointed Gary Bishop, of Crowthill High School, Oxford. This, too, received a standing ovation at the end.

All three boys from Erkenwald Comprehensive School, Barking, Essex, emerged as champions—Richard Brown, a 1977 winner, beat Leslie Evans (Highgate School, Birmingham), Michael Foster, runner-up last year, beat Robert Williams (Wilbraham High School, Manchester) and John Durrell

defeated Colin Poston, of Braintree High School, Hull.

Paul Laycock (Shrewsbury Comprehensive School, Shropshire), South Wales, is making a habit of going to the Blackpool finals. A champion in 1975 and runner-up in the next two years, he returned to his winning ways against Stephen Pike (Winton School, Andover, Hants).

Other notable boxing boys winning second titles, were William Burnett (Kirkley High School, Lowestoft), Dean Barclay (Chace School, Enfield), Errol Christie (President Kennedy School, Coventry), Clement Cartledge (Easthampstead Park School, Wokingham, Berks), Paul England (Tregill School, Llandudno, Dyfed), Stephen Roberts (All Hallows School, Liverpool), John Hyland (St Thomas's Beckett School, Liverpool), Gary Jakymelien (Frederick Gent School, South Norwiche, Dorset), Kevin O'Donnell (St Mary's School, Newham, London), Dudley McKenzie (Heath Clark School, Craydon).

## Swimmers' finger-tip finishes

Richard Burrell came close to breaking the British 100 metres freestyle record in the home countries schools swimming international at Dundee.

Burrell, of Richard Tawton School, Southhampton, clocked 52.95sec, just 0.1sec outside the British record.

But the two most thrilling races were in the open 400 metres freestyle. In the boys race Paul Marshall (Harris Academy, Dundee), with a time of 4:12.04, was a finger tip and 0.26sec better than England's Richard Prettitt and there was an even closer climax in the girls' event.

Vanessa Bullock (Llantrisant) and Alison Medda (Weschiff-on-

See High School) fought it out in the bitter end, with Miss Bullock (4min 32.66sec) winning by four-hundredths of a second.

One surprise for the English, but not the Scots, was the defeat of Linda Beasley, of Early School, Holosowen, by Beverley Rose (Bishnubridge High School, Gloucester) in the junior backstroke. Ireland's only winner in the 44-ovant contest was Colran Hannan (St Paul's College, Dublin) who took the boys' intermediate medley in 3 minutes 12.65 seconds.

England retained the championship with 37 victories and 168 points; the Scots were second (three wins and 110 points) and Wales next (three wins and 82 points). Ireland collected 79 points.

## Bias in sports reporting

Mr Bryan Thomas, studying for a BEd at Sheffield Polytechnic, has won one of the £50 prizes in a competition organized by the Sports Council.

His entry, a study of bias in sports reporting, was particularly successful. It was judged that the entry was one of the best in the competition, devoted to sport and the media.

## Girls get new gymnastics champion

A gymnastic club first began in 1974 at the school. It has since been strengthened at the school and the special education service. It has since been strengthened at the school and the special education service.

It was while he was at the High School, in Dunbar, that Mr Spiegel was largely responsible for promoting competitive gymnastics. They did not well to reach the finals last year.

But at Gloucester it was the Greenfields High School, the best. They came second in the first round, Middle School, St. Trent, by the narrowest of margins, 0.05p.

For the first time since 1974 is a new champion in the under-13 competition. The Middle School, Leeds, the permanent winners had been Comprehensive School, the super-Mare, but other schools have done well in the process of times out of five. The school was not out of five. The school was not out of five.

Crosses were third and last in 1977 and 1978, so they will have a reward for coming.

Girls—Under-11: 1. Little School, Ilkley, 124.35; 2. Alderley School, Egham, 120.35; 3. Tugby School, Leamington, 115.35; Under-13: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

Boys—Under-11: 1. Bonessway School, Cambria, 124.35; 2. Greenfields High School, Leeds, 124.35; 3. Greenfields High School, Leeds, 124.35.

Under-13: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

Under-15: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

Under-17: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

Under-19: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

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Under-31: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

Under-33: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

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Under-39: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

Under-41: 1. Greenfields High School, Leeds, 125.35; 2. Greenfields High School, Leeds, 125.35; 3. Greenfields High School, Leeds, 125.35.

## Disabled: carry on Warnock

I hope that your distinguished contributors, letters, and 17 are right when they express fears that the Warnock report may propose stringent conditions for integration.

Many years ago there was no special education. In response to the special education service, it has since been strengthened at the school and the special education service.

It was while he was at the High School, in Dunbar, that Mr Spiegel was largely responsible for promoting competitive gymnastics. They did not well to reach the finals last year.

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that 10 per cent of the population are backward—should not be the educational reformers make their logical beginning with this group? How much progress has been made in "integration" this year, since the Warnock report? Or even since the "integration" do now for the less able?

If we were asked what would benefit the lowest ability range of children in a large comprehensive, would not one reply perhaps:

Being recognized and valued as a person, with the chance of success and the opportunity to be given responsibility, to be in the choir, school play, school team, art exhibition, or whatever.

Being taught by teachers with high standards, good qualifications and experience, who chose to do this particular kind of work, whose

integration is cruel not kind. We might as sensibly replace universities with a nationwide sprinkling of peripatetic dons to encourage the integration of academic adolescents into their more normal and numerous apprentice peer group.

The Warnock Committee on the education of handicapped children, having received submissions from all interested parties, will be uniquely qualified to make impartial and disinterested recommendations, and attempts in pre-empting its conclusions are ill-judged.

LANCASHIRE MARSHALL, Principal, Rydal, National College for the Blind, Rawlinson Castle, Shrewsbury.

## Jewish studies: new CNA course

Sir—In your issue of March 10 you reported a scheme to provide Jewish student teachers with a period of residence and study at the Hebrew University in Jerusalem, and commented that it was necessary to recruit teachers for Jewish schools from abroad since there is no Jewish school in Britain.

It is happy to tell you that this scheme is now being remedied, and the CNA has just approved a course in Jewish studies, in stone, in the Jewish College and the Polytechnic of North London. The course is leading to BEd and BEd (Honours) degrees, including studies of Jewish literature and history, and the moral and ethical teachings of Judaism. The course will be usually undertaken in a period of residence in (Israel) and will be eligible for the scholarship described in your news item.

Y. RABINOVICH, Jewish College, University of North London, Haringey, London N4 3JH.

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## LETTERS

## Children know best when it comes to self-selection

Sir—With reference to "Divided they fall" in your issue of March 10, I hope you will allow me to present the other side of the coin on CSE, D level courses.

I teach biology in a Welsh comprehensive school and fortunately our O level and CSE syllabuses are only marginally different in content. For seven years my department has set its face against selection and all our fourth and fifth year biologists are taught in mixed ability examination sets. Of course this does not include children who do not want to take an examination in biology at all. All those who take biology are volunteers.

We leave the decision on examination entry until the last possible date allowed by our examination authority. The members entering for O level and CSE vary greatly from year to year. I emphasize

out which children were most at risk. I guess that the effect of such an attack on teachers is to make them feel less secure, more vulnerable and therefore less likely to offer effective help to their pupils.

It is surely time we stopped heaving as though the illa of this country were directly attributable to the inability of school leavers to do arithmetic and that the teaching of mathematics is really very easy and that teachers up and down the country are wickedly neglecting obviously successful pupils for the sake of having some irresponsible D. G. BALL, Head of Mathematics Department, College of St Mark and St John, Plymouth.

I find it rather depressing, therefore, that Miss Fookes spoke in the Commons yesterday about "the flood of evidence suggesting disquiet at all stages" and about "flood-

## Source of insecurity

Sir—I am saddened that the announcement of an inquiry into mathematics should be made in an atmosphere of pessimism and teacher bashing.

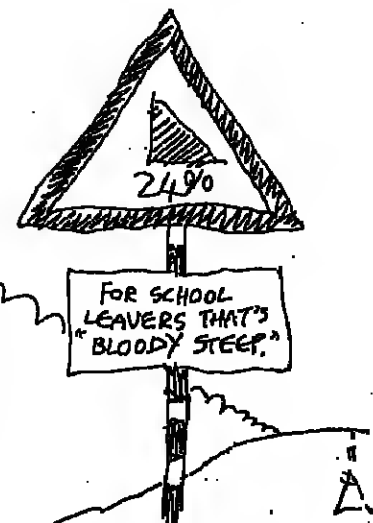
I welcome any inquiry which may throw light on ways in which teachers of mathematics may do their job more effectively, but as one who works with teachers, both in primary and in secondary schools, I am aware of the dedication which most teachers bring to their work and the patience and perception they show in helping children to learn.

I find it rather depressing, therefore, that Miss Fookes spoke in the Commons yesterday about "the flood of evidence suggesting disquiet at all stages" and about "flood-

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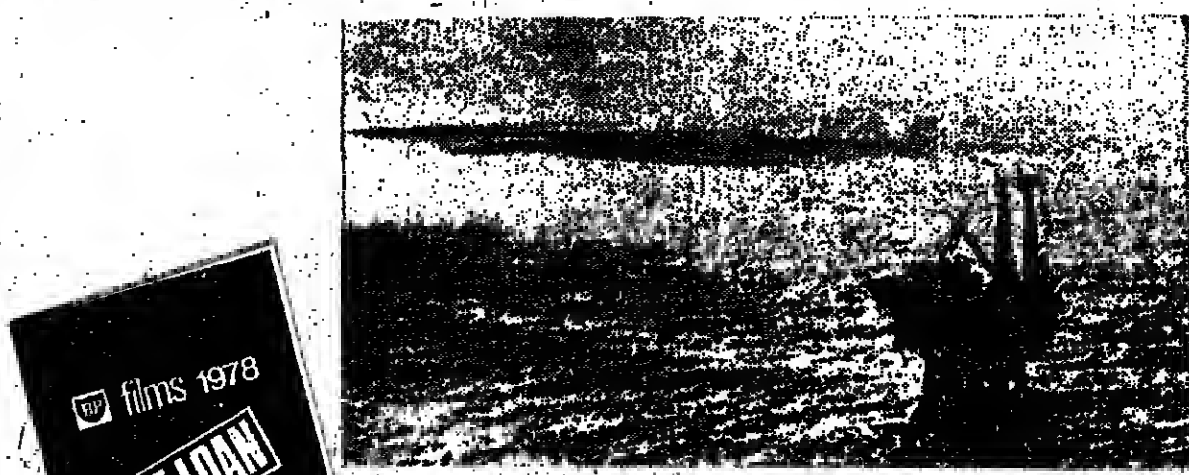


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Telephone: 01-451 1129.





# Strike!

Nicholas Wapshott on the life and work of Sergei Eisenstein



There can be few better ways of understanding the parved progress of the Bolshevik experiment in socialism than to trace the career of Sergei Eisenstein. He, like the leaders of the October Revolution, was a middle-class intellectual, inspired by the opportunities thrown up by the promises of Communism, and yet, by his death in 1948, he was a disgraced man. His final film, the second Act of *Ivan the Terrible*, was personally disliked by Stalin and was not shown until five years after Stalin's death. Eisenstein's career, an packed with grandiose ambition and glittering aspirations, consists of barely eight finished films (the last three subject to censorial meddling), and a string of unfinished pictures.

In 1917 Eisenstein was a university student, fiercely intellectual, a compulsive reader of literature despite his grounding in engineering and mathematics, but played no active part in the politics of the time. When the Civil War began he joined the Red Army and was sent to the front, where his engineering skill was put to immediate use building bridges. After a time he became desperate to return to Moscow to satisfy an insatiable appetite for art. He entered the Oriental Languages department of the General Staff Academy and, loaned to Japan, which enabled him to understand the Kabuki theatre.

His ability to draw caricatures had led him to submit satirical cartoons to newspapers, and his lively wit and artistic ability drew him into the world of experimental theatre, working with the Proletkult and Meyerhold's theatre, which were, directly opposed to the psychological, "method" acting being developed in Stanislavsky's Moscow Art Theatre. The artistic climate in the early years of the Revolution was liberal, adventurous and experimental for its own sake.

Eisenstein's career progressed rapidly and his unbridled imagination adapted to the unique opportunities for artistic freedom, he

would radically upset the audience's preconceptions, overthrowing the traditional conventions of the proscenium theatre. He would build an arena out into the seating and stage a realistic boxing fight, incorporate scenery into costumes to emphasise how environment duces projected images as part of the action. This visual bravura led him to cinema direction. He easily accommodated the range and restrictions of the medium with his first film, *Strike*, made in 1925 for the Proletkult with the cameraman Eduard Tisk. He rejected a flowing, naturalistic narrative for a series of impressionistic scenes, interspersed with disconnected images. It had a mixed reception but generated enough interest in official quarters for him to be offered a chance to commemorate the twentieth anniversary of the October Revolution of 1905.

Eisenstein decided to concentrate on one incident, a mutiny aboard a battleship, building history a little here and there in make the message more unequivocal. *The Battleship Potemkin* has become the classic cinematic textbook for its exemplary use of structure, composition and montage. The message, on the *Battleship Potemkin*, is probably the best known series of images of film ever made. Other scenes such as the indignation of the stone lions, conceived by Tisk, and the execution of the mutineers, have been copied, discussed, dissected and attacked more than any others.

Eisenstein planned his film with scientific detail, matching the changing visual sensation with a careful attempt at guiding the thoughts and reactions of the audience. He sketched a formal storyboard and only ventured from it after careful consideration. Up to an extent, even the extemporised action was planned. Eisenstein chose a cast of amateurs who physically fitted the character types he desired. (The *Potemkin* was shot with the picture began holding actors to direct light onto the set). An unexpected mist was recruited for the morning sea scenes. Much of the crowd manipulation on the steps similarly provoked chance images which looked right. And backing Eisenstein's original

imagination was Tisk, assuring that the exact vision asked for somehow ended up in the frame.

*The Battleship Potemkin* was a world sensation, and it was dutifully imitated in many countries who imagined that his socialist gospel might spread the plot of *Potemkin*. Eisenstein found himself riding a wave of popularity rivalled only by Vsevolod Pudovkin, whose more conventional narrative stories, brimming with human interest, were favoured by an influential section of the Communist Party.

Eisenstein was soon to find out about the wrangling within the Party. He was commissioned to make a film marking the tenth anniversary of the October Revolution. *October* was loosely based on John Reed's book *Ten Days That Shook the World*, and gave Trotsky his rightful place as one of the chief architects and theorists of the revolution. However, before the film was released, Trotsky fell from grace and his part in the struggle had been downgraded. Eisenstein was forced to recast his version of events, minimising Trotsky's stature and achievement.

When *October* was finally released in 1928, Party members preferred the Pudovkin film on the same theme. Eisenstein's film was considered too difficult for a wide public. It contained so objective, lively view of the revolution and made great play with metaphorical imagery. (Karlavich, the moderate leader, overthrown by the Bolsheviks, is shown as a strutting peacock.) After this hostile reception, Eisenstein completed *Old and New*, probably his most sentimental film, about the collectivization of agriculture and its effect on a peasant woman and left for Western Europe.

This trip abroad, which lasted three years, was disastrous. He had hoped to work in Hollywood, but only project, including a chance to make *An American Tragedy*, fell through. He was then approached by United Artists, who suggested half-way through and the four-

age remained in America's hands until after Eisenstein's death.

Eisenstein's flirtation with Hollywood did nothing for his reputation in the USSR. Perennial had given way to stern socialist realism which dictated that films should be made accessible to all of the population, should either be light-hearted or highly moral and should not suffer from ambiguity, obscurity or elitist pretensions. Eisenstein's attempt to accommodate this stifling doctrine, *Battle of Britain* (1935), was condemned as religious, anti-socialist and formalistic. The film was a humiliating blanket charge.

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Patience Tuckwell and Peter Beresford, whose report *Schools for All* is due out next week, here look at the success of one authority in pioneering special classes in ordinary schools

There is also a distance, psychological as well as physical, between the special school and other schools. Special BSN(S) schools are small, and cannot be expected to have facilities that larger schools enjoy—swimming pools, gymnasia, workshops and specialist staff. Unlike ordinary schools, they still have a high proportion of unqualified staff.

The number of teachers in a school is small, and they have little chance of exchanging ideas with teachers of non-handicapped children; for however great the efforts are to remedy this, the isolation of the special school militates against it. Teachers' expectations of children, and their assessment of their needs, are also likely to be limited when they have never taught children without handicaps.

Many teachers recognize that the needs and abilities of these children who have been somewhat arbitrarily gathered together vary greatly, and that a uniform approach to their education is neither possible nor sensible. But there is often neither the time nor space to arrange for the close combination and varying permutations of special remedial teaching, as well as the more traditional academic work and social education that the children also need.

Special schools certainly do not mean special education for their pupils. Nor is it possible to allow the children to mix with the non-handicapped for reasons of activities for which they do not require special help, even though this company of the non-handicapped might be the best antidote to what is termed "inappropriate behaviour".

Children who seem to progress beyond what is expected in such a school are unlikely to be easily transferred from there to a more suitable ordinary school. They may not even be considered to have made progress. In one special school we saw older children, who were soon to be transferred to an adult training centre where the emphasis is on work contracted from industry, being assured by the visiting manager of the centre that their art work was "baby stuff", and they would "soon be finished with that".

The Warnock Committee has just signed its long-awaited report on special education. This week's feature pages focus on what is likely to be the most controversial issue in the report: whether children defined as being in need of special education should be integrated into ordinary schools.

## An end to isolation?

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This attitude is a relic of the pre-1971 training centre days, when no child in a junior training centre was expected to achieve numeracy, literacy or any independence. It is difficult to shake this off in the small special schools, with their strong links with the adult centres to which most children automatically go when they are 16. If assessment before 1971 was no more than a prediction, little has really changed. Even now few children are transferred from special schools to ordinary schools. Yet are children with Down's syndrome, for instance, always and in every way "severely subnormal"?

Above all, what do they gain from being segregated? In providing classes in ordinary schools, Bromley has done much to remove the stigma, isolation and inconvenience suffered by many children categorized as mentally handicapped. In the special classes there is a minimum of one child, and each has a teacher and two welfare assistants. The classes are known by the teachers' names, as are all the classes in the schools, and are housed alongside other classes.

One special class is next to the reception class, and has a communicating door which is often left open so that the children can share activities that all enjoy. Most children attend school assemblies and joint choir classes for part of the day, and it is not unusual for non-handicapped children to join special classes for short periods. So far it has not been necessary to insulate the special classes from the rest of the school, as the other children seem unconcerned by their presence.

Nor are the special needs of handicapped children neglected, but the services offered to them do not set them apart. Speech therapy, for example, is not necessarily a stigma when children from other classes may also be receiving the same help.

There are four schools with five special classes in the Bromley scheme. So, although they are not quite neighbourhood schools, travel and contact are made easier. Parents of handicapped children

feel less isolated, and more able to meet the demands of their children and come to terms with their real problems. They say that mixing with non-handicapped children seems to stimulate their own, especially those with very limited speech. They also value the fact that their own assessment of their children's progress and their opinions of their schooling are both sought and listened to. They say that since their children have been attending normal schools their neighbours seem more sympathetic and understanding of the problems they face. This seems to demonstrate how greatly fear and lack of understanding contribute to the unsympathetic attitude of many towards these families.

The education committees were anxious to show that teaching the mentally handicapped was not a dead end. Teachers are encouraged to apply for secondment to "normal" courses like the child development course at London University, and they are likely as other teachers to seek promotion in the normal field.

This is more important than one might think. It allows the mentally handicapped, far from being different in every way from non-handicapped children, have many things in common with them, and need teachers whose horizons are at least as broad as other primary school teachers, and whose education is not inferior. It ensures that the quality of teachers is high, and demonstrates successfully that education for the mentally handicapped is part of the normal education system.

The term "integration" is not used very much in Bromley. The aim is not so much integration as good education, and they feel this can be more easily provided in conditions which avoid isolation and stigma as much as possible. Isolation is bad for children, parents and teachers.

Spending cuts have limited Bromley's experiment: to the education of young, handicapped children. All three and four-year-olds will be able to start in ordinary schools, but some will have to transfer to special schools when they are eight. Bromley's experience should encourage those who would like to see older children given the same opportunities, and help remove the fear and misunderstandings attached to the term "integration".

The degree of integration achieved by any one child is an individual affair, and must be treated individually, but conditions must be such as to allow this to happen. This is not education on the cheap. It is probably more expensive to set up special classes in ordinary schools than to maintain the present segregated system, and it certainly requires more of everyone concerned than does a neat system of labelling and dumping.

A scheme like the Bromley one inevitably raises doubts about the efficacy of our special education system, our methods of assessment and ascertainment, our teacher-education programme and our treatment of those we stigmatize as subnormal. There are many questions to be asked. Bromley is the tip of an iceberg already too large to be ignored.

Patience Tuckwell is a teacher; Peter Beresford is co-ordinator of Battersea Community Action. They are joint authors of *Schools for All*, a report to be published next week by MIND and the Campaign for the Mentally Handicapped.



Handicapped and normal children mix easily at the Gatehouse Learning Centre, London.



Can Britain and America learn from each other's experience?  
Edward Solomon, a former school principal in New York City, offers some thoughts  
on a recent visit to Britain: Malcom Cameron, head of  
a special school in England, who has just spent a year looking at the American  
system, concludes that the present one in Britain is  
wrong for teachers, parents and children

## Promising a rose garden?

Edward Solomon

Having suddenly discovered that the handicapped were being shunned against and neglected, the United States Congress in 1975 passed the Education for All Handicapped Children Act.

Its implementation was begun more than a year ago, and, since non-compliance meant the withdrawal of Federal funds, states, cities and towns quickly began to formulate action programmes for handicapped children. Boards of education re-examined their programmes and revised their plans, making certain that handicapped children were no longer isolated, but instead were given a less restrictive environment, compatible with the child's needs, and free of stigma.

Mainstreaming, or integration, was the keystone, since the law's intent was to equip the handicapped student to participate fully in society. Not only would mainstreaming aid the handicapped, it would also help the non-handicapped to deal with a segment of society which for too long had been segregated from the rest of the community.

Having been the first school principal in New York City to insist on mainstreaming the full spectrum of handicapped students, I am vitally interested in what will now happen. Will we accept mainstreaming as a means of placing handicapped children into regular classrooms, with supplementary aids and services provided where needed; or will we subvert the idea, and force these children into regular classrooms without regard to their special needs?

The new law insists that each handicapped child be screened for placement by a committee on the handicapped, with parental approval mandatory. For each child so placed, an Individualized Education Programme (IEP) must be devised and implemented by the school. The programme will include a statement of the child's present level of achievement and performance, of annual goals, and a list of specific educational services to be provided. In short, the law is a bill of rights for the handicapped student.

Because I did not have the authority of law, I found myself shackled by indifference, and curbed by antagonism when I attempted to put my programme into force. The special educationists were alarmed by my incursion into their territory, and the "normal educators" frowned at my acceptance of another responsibility.

But parents of handicapped youngsters were eager for the programme, and their pressure made it possible to begin. Parents of normal children were indifferent, and the staff non-committal, wary that our new programme might mean much extra preparation with no financial or fringe benefits.

The programme took hold and worked today. Rachel Carson Intermediate School is the mainstreaming prototype in New York City. Its success lies in the fact that children have fewer prejudices than the adults around them; they accept and cope.

The 28th dwarf is protected by his peers as he makes his way from classroom to lunchroom. The spina bifida child is wheeled to and from activities by boys and girls of his own age. The cerebral palsy girl makes herself under-

stood in class, despite the infinite patience needed by teacher and classmates. All areas of the school contain a natural mix, and there is no averting of eyes or avoidance of responsibility.

Since little was being done in the United States, and I was curious to know what other countries were doing to educate and integrate their handicapped, I visited the Republic of Ireland, England and Scotland, viewing their schools and interviewing their educators. What I found was discouraging in the short term, but hopeful for the future.

In Ireland I was impressed by the well-meaning educators, who were kept from making progress by lack of money. The idea of mainstreaming was just being proposed; the difficulty in achieving it was tremendous.

Except for Dublin and Cork, Ireland's small population is scattered, and its 90 special schools are primarily centres for the mildly and moderately handicapped, along with some emotionally disturbed. In Dublin there are about 100 special classes for a loosely defined group known as "dull and backward". Included here are the mildly, moderately, and severely handicapped.

The Irish admit the need for integration, and acknowledge the growing demand for its immediate implementation. Unfortunately, the old school buildings have no facilities for the physically handicapped, and there is little money for renovation. To their credit, however, they recognize the need and are willing to press for change. One spokesman said, "Special education is not the exclusive domain of special schools. In the future more and more handicapped children will demand education in the setting of the normal school. This will have implications in the planning of new buildings".

In Ireland, as in England and Scotland, the persistent problem seemed to be what to do about the disruptive student and emotionally handicapped pupil. Here was a new and burgeoning school population for whom no successful programme had been devised. Was this a new handicap requiring a new label?

In Ireland, the United Kingdom and the United States this group has begun to take on inordinate amount of time and attention, and educators are fearful that other groups, both handicapped and non-handicapped, will suffer neglect. This Irish, suffering from a depressed economy and inflation, are now being drained by this school problem, and progress in mainstreaming is being held back.

In England, integration of the handicapped is in full swing. In Scotland, the handicapped are being integrated into the National Fund for Research into Crippling Diseases, 19 recommendations are made, including:

Set up resource centres in selected schools so that children with particular handicaps can get the help they need. Involve parents fully in the choice of their child's school.

Develop integration schemes. Make all future educational buildings totally accessible to the disabled.

The report insists that central government must give a clear lead on integration since "the alternative is inevitably a development which is likely to be patchy, unsystematic and uncoordinated". Colin Lowe, a blind lecturer in law at Leeds University, claimed that only 11p service was being paid to the

need for integration, and that out of 150,000 children classified as handicapped, only 35,000 were in ordinary schools.

At a conference on "Integration? The Special Education Issue" in London, a full examination of the controversy was aired. Chaired by Lady Plowden, the conference featured as principal speakers a physician, a primary headmistress, and the head of a large comprehensive.

The physician had organized opportunity classes at the pre-primary level for children who were mentally and physically handicapped. Because he felt that the human soul could not abide segregation, he provided for those classes in regular schools where the handicapped could mix with the normal, and where parents of both groups of children could exchange ideas and experiences.

The doctor did not deny that the handicapped had special needs. He felt they could be provided for with peripatetic advisers and resource rooms. "If integration means making whole, then why segregate?" he asked.

He deplored the labelling which broke down disabilities into narrow definitions, and fragmented the education of the handicapped.

The headmistress offended the disabled in the audience by proclaiming: "We have been delighted to accept the hand-

capped." This gratuitous welcome often made by those of us who accept the handicapped into a segregated society, and who display a concern with the sensibilities of the hearers, who she felt would be "other" were they forced to teach the "other" children.

While she was right to insist on preparation before introducing the handicapped children, she did display a common fear and insensitivity. Because of the fact that she had to spend an inordinate amount of time with them, while the rest of the school population was neglected, she appealed for both pedagogic and administrative help.

The head had 1,500 children, very handicapped. His school was not only geared to house them, but ramps, elevators and special lavatories. Despite this, he realized that integration was essential if only for all of us to become more keenly aware of the differences, rather than the disabilities, of the handicapped. He deplored the fact that handicapped students were sent without resource help, creating many problems and hindering the mainstreaming process.

One significant issue raised by the heads was the lack of a forward-looking programme which planned for placement and progress from the early years through secondary school.

Discussion revealed that there were opposing groups. The special educationists argued that they, and they alone, knew what was best for these children, and that only in sheltered areas, with specially trained staff, could the children grow and progress.

The integrationists insisted that there must be less labelling, fewer special schools and more mixing with the normal. The head of a special school was vehement in his denial of mainstreaming, yet no less eloquent was the paragraph who pleaded to be integrated into school and society.

The Gatchow Learning Centre, a privately run Montessori school in London's East End, allowed me to see mainstreaming in action. The founder, and headmistress, admits children from an applicant list; if the child is handicapped, so be it.

I saw Mongol children working hard with their normal peers, and physically hand-

capped children being carried or pushed in wheelchairs by their more able classmates. There were no special arrangements in this old Victorian building, just normal routines being followed.

The open classroom style meant children progressed at their own rate. Where older children had to work in younger groups because of slower growth, there was no remarkable difficulty.

The teachers were an unusually dedicated group, claiming few unassigned periods, always available to teach their sub-handicapped children who decided to visit their classroom. The children had to fulfill a time requirement, and they chose the order and time of their attendance in a particular room.

The teacher, at any given time, could have no students, or many from different grade levels. Half-time resource teachers provided more intensive tutoring for those in need of remedial help, and for the more disturbed.

The Scots suffered from a money shortage and entrenched interests. Integration was the rising philosophy, but old buildings, a special education cadre difficult to convince, and low budgets made change a slow process.

An example of the new movement was the Kames School, on the outskirts of Edinburgh, where visually limited children aged five to 17 attended school in a new building planned just for this group. They were segregated, but the headmistress had insisted that the school be placed on the campus of an existing secondary school, so that an interchange of students could occur, and with the hope that an eventual merger would take place, with the two schools becoming one and the special unit providing resource room space.

The process had already begun with the sharing of art and music teachers, and children moving between the two schools for French and science. One trade-off pricing the secondary school was the Kames School's ability to handle the troubled and disruptive "normal" child.

Those disturbed and disturbing young people welcomed the chance to spend time in the free atmosphere of Kames, and felt as if they were attached to working alongside a double-handicapped child. This was one of the few schools in the Edinburgh region where headmistresses and staff believed fully in, and worked diligently for, mainstreaming.

There is a similarity of problems, con-

cerns and difficulties in the United Kingdom and the United States. The programme is extremely costly, and funding not easily obtained. Also, can one deny the demands of parents who insist that their child's needs shall not be sacrificed to the demands of the handicapped? Do we, for instance, give every child an individualized education programme, and permit all parents to have a say in their child's placement?

What will it cost us to renovate existing facilities for handicapped use, or to build with these needed additions? Since teachers need retraining and training, will there be sufficient funds to pay for these programmes?

Our purpose in insisting on mainstreaming is questioned. Will the profoundly deaf be welcomed into society, or will they still have to cope in a non-caring environment once they leave school? Will the retarded be able to work and produce outside the institution's walls, or will they be forgotten once the graduation exercises are over? Are we promising the handicapped a rose garden which does not exist?

My own experience has taught me some elementary truths. Few alert to be isolates; most seek inclusion into the main stream. A segregated society is evil, whether the segregation is by colour, creed, religion or degree of handicap. Money has often been the excuse used to discourage and defeat. Remember when free universal education was deemed to be too expensive? When all social services were said to be too costly, especially when the group benefited was poor or politically unsophisticated?

What we really should ask is: "Do we have any right to exclude?" Those who believe in the "cocoon philosophy" of special education assume a higher authority, given to them by no one. They have taken unto themselves the role of protector of the handicapped and guardian of the collective conscience. We must ask them to relinquish their hold, and permit the handicapped to speak.

Mainstreaming is no panacea. It will not straighten a limb, close a spina, or return the sight. It will, however, remove a stigma, and may very well elevate the spirit. "A man's reach should exceed his grasp, or what's a heaven for?"

Edward Solomon was formerly principal of Rachel Carson High School, New York City.



A blind child at play with others in the Gatehouse playground.

## Segregated thinking

Malcolm Cameron

In 1975 some 60,000 children stopped being ordinary and started being special. Schools for slower learners (ESN(M)) up and down the country are full; bus-nass looks good.

I sat recently in the office of a middle school head when he was explaining to some parents their son's impending placement in a special school some distance from their neighbourhood. The head said to the apprehensive but surprisingly resigned parents:

"It will be for the best. We just cannot provide for him here. He must have a much smaller group, specialist teachers and an individualized programme, given at his particular pace. All these things are available at the special school but not, I'm afraid, here. I am sure you are doing the right thing."

Having just spent a year looking at the largely integrated American special education system, I return to wonder if we are not very often doing the wrong thing—wrong for schools and teachers, wrong for parents and children.

So long as special schools exist there will be a segregation-integration argument. Some of the most frequently heard points in favour of segregation are:

\* The retarded child in the ordinary classroom may suffer from loss of self-esteem because of an inability to cope with the demands and expectations of the mainstream programme.

\* Slow learners kept in ordinary classes, with resources and work programmes which are not designed for them, may well produce the disruptive behaviour

which so disturbs the falling child and upsets teachers and other children.

\* A small class offering individualized instruction would seem to guarantee the better academic learning would take place.

\* An homogenous grouping by ability should lead to more effective learning.

\* A lowered peer group and teacher expectation would seem to offer greater security and chance of progress.

\* We have got the special schools to us might as well use them.

\* Providing staff and resources to integrate special education within mainstream schools would cost a lot of money.

These are some of the arguments in favour of integration:

\* Parents and children do not like the idea of special schools. To verify this do not ask them after the transfer, when there is no alternative to special education on offer, but before.

\* Teachers of younger children do not like the idea of special schools. Do teachers only endorse a transfer when they realize there is no chance of adequate special education without segregation?

\* Retention in the ordinary school is preferable, since the special school is a place where children from many social backgrounds, thereby restricting their opportunities for learning interpersonal skills.

\* There is little evidence that support and extra help from parents, auxiliaries and students, some of these schools are providing successful special education in an integrated setting. They are turning out a new breed of child, the "special" child, to their secondary col-

leagues, they find many of their methods will not transfer. There is minimal liaison between primary and secondary schools in ways to keep the slow-learning child in the mainstream system. The special schools themselves, unwaveringly sure of their specialist role, encourage early segregation by asking for clients as young as possible.

Special schools do little to increase the professionalism of the ordinary school teacher. They swallow up money and expertise which might be better directed in large measure to support flexible mainstream educators. The existence of special schools, coupled with insufficient resources, means that even very good teachers give up trying long before they have run out of ideas, patience and good will.

The segregation of people brings the segregation of ideas, and there is insufficient exchange of ideas between special and ordinary teachers, to the detriment of all.

We do not take parents' wishes into consideration nearly enough. When special education is being recommended alternatives should be offered, and if they do not exist, the shortages in the system should be admitted. No child should be transferred to any kind of special education without a clear idea being given to parents of exactly what areas of the child's attainment and adjustment will have to change before reintegration will be possible.

It should be compulsory for the referring school to explain to parents exactly why the child cannot remain in their system, and exactly what will be required for reintegration to be possible.

The fact that some of the parents of slow learning children may themselves need slow and careful explanation should be understood by the busy professionals concerned.

There are only three basic methods of dealing with a different learner. All three may be described as special education: all

three are already in operation in varying degrees in the United Kingdom:

\* Help given in the ordinary classroom, perhaps with the support of a resources room or centre.

\* Help given in the ordinary school, perhaps involving part or even full-time extraction within the school.

\* Help given in a segregated institution, usually a school, but possibly in hospital or at home.

I believe we should be looking hard at the first two methods and doing what can be done to minimize the need for the third.

Where slow learners are to be retained in ordinary classrooms, there must be adequate additional staffing. If the resources flow is right, this does not necessarily mean extra teachers. Auxiliaries can help administer programmes under the supervision of the classroom teacher; such arrangements work well in the United States, some even involving parents and students in a regular time-table of teacher help.

Where would an expansion of integrated special education leave the special schools? Should teachers view with alarm a trend which may see them out of a job? Not at all: there will always be a proportion of children with a need for special protection, as well as special education. Change will of necessity be slow, and need not pose a threat to professional teachers or to well organized and flexible special schools.

Some changes are already detectable. Ideas about integration are finding increasing favour in schools for the physically handicapped, partially sighted and partially hearing. In schools for slow learners, experiments are being tried where ESN(M) and ESN(S) pupils are mixed, sometimes in a multi-approach school having an assessment unit and perhaps a speech and language disorder unit all under one roof. Other ESN(M) schools are pursuing the resource-unit approach suggested recently by Shirley Williams.

Malcolm Cameron is head of Billing Brook Special School, Northampton.



18 Books

# Demographers' delight

Jack Cross reviews six new books on population

**Atlas of World Population History.** By Colin McEvedy and Richard Jones. Allen Lane £5.95, 7139 1031 3. Penguin £1.75, 14 051 076 1.  
**The Economic History of World Population.** By Carlo M. Cipolla. Penguin 75p, 14 02 0537 3.  
**British Population Change since 1860.** By Rosalind Mitchell. Macmillan £1.75, 333 13585 7.  
**Population: Analysis and Models.** By Louis Henry. Edward Arnold £8.95, 7131 5867 44 £4.95, 7131 5869 7.  
**The Modern Rise of Population.** By Thomas McEvedy. Edward Arnold £8.95, 7131 5867 0 £2.95, 7131 5866 3.  
**Population Fallacies.** By Jack Pacione. Paul Elek £8.00, 301 74031 3, £4.00 301 74032 1.

It was the Utilitarian philosopher Thomas Malthus, who, at the very beginning of the nineteenth century, disposed of the notion that human existence could become perfect if only people would learn to govern themselves better. His thesis—that population expands geometrically while food supply only increases in arithmetical progression—has turned out to be over-simplistic; technological developments, not least in agriculture, have seen to that. Nevertheless, the Malthusian doctrine that any population in danger of expanding beyond the limits of its potential subsistence has re-entered public awareness, particularly since the publication by Poul Ehrlich, in 1968, of *The Population Bomb*.

Although the books mentioned in this article are intended for economists, social scientists, historians and professional demographers, it is this present awareness that may, and should, bring at least some of them to the attention of the general reader. The dictionary defines an atlas as a "volume of maps"; *Atlas of World Population History* is a great deal more than this. It has maps in plenty, and these are most imaginatively conceived to demonstrate population density and percentage development throughout historical time, with "wave-fronts" showing the movement of peoples, and the spread of epidemics. The many graphs (all based on a carefully explained standard framework) convey a great deal and variety of information in the most clear and succinct way, even to one who is curiously happy with this medium of communication.

McEvedy and Jones admit that some of their conclusions may cause expert hackles to rise. Undeterred, they lay themselves open to pedantic objection: how can anybody know that there were never more than 100,000 Old Stone Age hunters in Europe? But they never pretend that some of their projections are other than hypothetical and they do give the data on which they are based. They worry that "even cautious users" may find their *Overviews* and *Area Surveys* (word-pictures of historical development on the ground and smaller scale) "boring". They

need have no such fears. These necessarily concentrated narratives sparkle with felicitous and even humorous passages. "From sapiens eventually learned to do what *Homo erectus* never did: to live and love in a cold climate". At the beginning of the third millennium BC "Nearly half the population of Africa lives in Egypt, till its fields and obeys Pharaoh". Speculating why the population of France did not increase as rapidly as that of other European nations in the nineteenth century they conclude that Frenchmen approached their traditional business with traditional vigour but with added skills: "cotton interrupted, it seems, became a national habit".

Some of their definitive statements seem a little too daring: are demographers occasionally tempted to confuse cause and effect? Did nineteenth-century Germany suddenly begin to produce scholars and scientists, competitive industry and technology, and to become the most dynamic state in Europe just because its population was increasing so rapidly? Can the "unruly element" in the German psyche be explained by the lurking fear that, by reason of numbers alone, the twentieth century might be destined to be the era of the Slav and not the German? The authors make a very good general case for the correlation between demographic changes and social advance. This may have been valid for most (if not all) historical periods; many people are fearful that in the future exactly the opposite may be the case. A larger population may mean

greater possibilities in the division of labour and economies of scale. These possibilities may contribute to the growth of per capita income, better levels of living, and to better education. But, beyond certain points, quantity and quality may become competitive. So comments Carlo Cipolla in our present "age of transition" in the seventh edition of *The Economic History of World Population*. His is a truly global overview (to use the McEvedy/Jones term). Professor Cipolla is concerned with world-wide trends rather than regional developments. His story of the Neolithic Revolution (during which man turned from a food-gathering to a food-producing animal) describes what took place in the period after 7500 BC in the Taurus Sea Valley, on the Anatolian Plateau, in India and on the American continent. It was a long consummation. Professor Cipolla reminds us that it was at least 1780 AD before the hunting stage was finally abandoned and the last strongholds of the hunters were invaded by the triumphant farmers. This was indeed a critical century for it also witnessed a food-gathering to a food-producing animal) describes what took place in the period after 7500 BC in the Taurus Sea Valley, on the Anatolian Plateau, in India and on the American continent. It was a long consummation.

Professor McEvedy's book is a long and detailed study of the changes in fertility, health and mortality in a long perspective of human history. It examines the effects of many factors, and non-infectious diseases, which he claims that it represents a triumph of modern science. He looks at the changes in fertility, health and mortality in a long perspective of human history. It examines the effects of many factors, and non-infectious diseases, which he claims that it represents a triumph of modern science. He looks at the changes in fertility, health and mortality in a long perspective of human history. It examines the effects of many factors, and non-infectious diseases, which he claims that it represents a triumph of modern science.



## Plea for a clarion call

Jack Wrigley on curriculum development

**The Politics of Curriculum Change.** By Tony Becher and Stuart MacLure. Hutchinson £2.95, 09 132741 5.  
During the past 15 years we have seen a great deal of activity in the organization, finance, pursuit, and academic study of curriculum innovation. To that time much has been accomplished by means of large scale development projects and much has been written about the process, analytically and with the benefit of hindsight. The mood of the developers was confident and sometimes arid. Much curriculum theory employs pretentious jargon and overblown theoretical

concepts. Further, many political commentators are unduly critical of a quite remarkable development in the organization and implementation of curriculum innovation. The present authors avoid these pitfalls brilliantly. They have produced a jargon-free book which nevertheless admirably describes the technicalities of curriculum innovation. They avoid irritating hindsight while analysing in some depth the processes and institutions concerned with curriculum innovation. The authors have been closely involved in the planning of curriculum innovation both in this country and abroad and are thus able to relate our concerns with the wider European and American experience. Whenever they describe from the outside, events about which I have inside knowledge (for example the transformation of the curriculum study group within the Ministry of Education to the Independent Schools Council) I find their accounts and their insights uncannily accurate. Let me therefore take for granted my agreement with and appreciation of, most of this excellent book, especially the sections on Europe, patterns of control, subject-based and system-based development, and evaluation. The section on evaluation is particularly

effective, avoiding undue technicalities, and yet providing a comprehensive, modern, and wise résumé of recent developments in a key area. Instead, let me discuss one or two controversial points. The most irritating aspect of innovation in England and Wales is that, since the creation of the Certificate of Secondary Education, little progress has been made in examination reform despite the expenditure of considerable time, effort, and money. The most serious progress is made to date even the most patient, and recent events have revealed the relative weakness of the Schools Council and the increasingly important role of the DES and the Secretary of State in decision making. Becher and MacLure have interesting thoughts on this and I find their examination reform at 16 plus. The whole exercise was one of examination planning rather than of curriculum development. [It] may fairly be said to represent a major retreat from the notion that the examination should be subordinate to the curriculum. The question raised for a curriculum development body demand to be met by developmental methods, but again the traditional way of setting, compiling, and system-based development arguments by examination instead of development was allowed to triumph.

The authors are here making radical, possibly idealistic, suggestions. The 16 plus experimental examinations were carried out with real pupils and the award given was actual CSE and GCE certificates. And at 18 plus the pencil and paper feasibility studies in N and P may be less than ideal, but a fully-fledged operational development study set up in parallel with the current GCE A level system would have been impossible. The point of the situation would have made it very difficult to carry out the developmental examination studies suggested. What Becher and MacLure really imply is that even though we have a Schools Council for Curriculum and Examinations for the hoped for integration of the two concerns has not taken place. The phrase "Put the Curriculum before the Examination" is seen to be no more than a myth or a pious hope. My chief disappointment with the book is its lack of a conclusion. The last chapter is entitled "The dynamics of the public curriculum" and has a section entitled "Towards clearer national guidelines". I had hoped for a clear call to those of us who still believe in the necessity for excellent imaginative curriculum development. Instead we

are given an account of the *Academic Performance Unit's* view of a prescription for core subjects in the curriculum, a suggestion about the role of ILM which is embraced in a possible new version of the curriculum in the round. It is not enough for me to say that I am a cry for curriculum development. Future curriculum development for all those who cannot afford to be thought naive, I suspect, will be about the next breakthrough in the politics of the situation rather than by those who call for "curriculum" by those who call for "examination".

Not that I would accuse authors of being thus afflicted. That would be to ignore the positive suggestions made throughout the book. I would hope to see a book which would need to be read by those who are responsible for the European perspective of change, the political dissemination, and the implementation. All this, and more, can be found in this book.

19 Books/Literature

# That chaos called consciousness

Kitty Mrosovsky on Thomas Hardy

**An Essay on Hardy.** By John Bayley. Cambridge University Press £6.95, 321 21814 4.  
**Thomas Hardy.** By Lance St John Bayley. Cambridge University Press £7.50, 321 21743 1, £2.95, 29271 9.  
**Notes with Thomas Hardy at Max Gate.** By Vere Collins. Duckworth £5.95, 7167 1280 8.  
**The Older Hardy.** By Robert Giddens. Methuen Educational £6.95, 435 5824 8.  
**The Dynasts.** By Thomas Hardy. Macmillan £1.95, 333 07311 8, £7.95, 333 07321 1.  
**Thomas Hardy's Wessex.** By Leo Marshall. 75p, 333 22784 0.  
**The New Wessex Selection of Thomas Hardy's Poetry.** By Leo Marshall. £1.95, 333 22764 6.  
**The Collected Letters of Thomas Hardy. Volume One 1840-1892.** Edited by Richard Little Purdy and Michael Milgate. Oxford University Press £12.50, 19 02493 8.

one wants to remain in the orbate dilemma of Vere Collins, whose elicits at Max Gate were liable to come up against such a dead-end as: "It reads the poem and proceeds to explain it. But either he fails to see C's difficulty, or C to grasp P's point". Indeed, I have found that, though anyone who savours stately banalities will find Collins's talks, in which interest flickers between the cost of e.g. a murderer and e.g. D. H. Lawrence ("Does he write novels?"), engaging enough almost to justify the reprinting.

The first volume of Hardy's letters contains much in the same guarded vein. By turns illidiotic, shrewd, annoyed, appreciative, Hardy deals with publishers, critics and fans. He is obliged, sorry, has much pleasure, is staying temporarily, sends kind regards. And despite all this there are rare striking glimpses as it were into the horse's mouth, or even further—glimpses, of course, of indescribable gloom. Perhaps this is the moment to point out that those who would rather the fresh-air spectators can leave with Hermann Len's "classic guide" to Wessex, first published with Hardy's blessing in 1913, and written in a novel-by-novel pattern—unless they prefer the more geographically organized book on Wessex published a few years ago by Denis Kay-Raining Bird, who questions Len's reliability (but in mention Hardy's).

The most painful way of gauging novel and novelist is the television serialisation, that well-timed stimulus of the characters' lives in *Dennis Potter's* *Major* was extremely interesting. Sometimes it seemed exactly right, as in the first unexpected twist between Elizabeth-Jane and Farfrae. Perhaps a little over-enthusiasm was done to emphasize the vindictive snail in Henchard. He was never in Hardy's book quite so far gone as to chuck Lucetta's letters around in drunken stupor; his mistake was to trust the dodgy Jopp with an irresistible leaven paper package.

But the main difference between text and television is that the one has more thought and the other more food—the paraphernalia of living push the novelist's presence. No screen version can pull off an effect equivalent to the description of Elizabeth-Jane staying by her dying father, becoming a "waker" who blinks at the candle and questions the "terrestrial constraint" of the shapes around her and "tho' chaos called consciousness" inside her.

Hardy in his lifetime was not against adaptations of his novels, and indeed once wrote to Robert Louis Stevenson: "I feel several lances taller in the idea of your thinking of dramatising the *Mayor*". If again have posthumous dimensions, I trust the Abbey has headroom. How characteristic it was of Hardy to feel "awfully belittled—corporate" by James Russell Lowell's innocuous remark about

his "small and unassuming" appearance. It's this intense and precocious sense of self diffused in his writing—the awareness of "the man inside"—that interests John Bayley. He worries at the hiatus between feeling and attitude in novels and poems, at the "unreconstructed personality" that can elicit no clear responses. What a pity that his own writing is so accessible, so unassuming. It will hardly be surprising if people dismiss the book as a piece of donnish precisiosity. Not that Bayley is wrong to describe Hardy's presence as "a tremulous tender fleeing entry, like the Emperor Hadrian's animalia voglia blandula"; but it's fairly disastrous to keep trotting out the expression, so that one minute "animalia" is with us and all is well and the next minute the ugly creature has absconded again.

Lance St John Bayley's *Thomas Hardy* is a neat primer on fiction and poems, based on the worthy tenet that the "fundamental tension" is that between the possible and the actual. Critics who tend to be organized tend to stick to broadly thematic paths, while those like John Bayley who are eager to pick and pull at threads of language tend to forget about lucidity.

The toughest observer of the sedate life of Hardy's life is Robert Giddens. The upshot of his completed biography is that Hardy had a damaged personality, and that there is little to contradict the conclusion of his friend Edward Clodd, who wrote that he "was a great author: he was not a great man; there were few things he could do". *The Older Hardy* is wholly absorbing, free of vulgarity but massively

persistent. It has already been highly praised for its sympathetic portrayal of Hardy's two wives and its account of his susceptibility to poison and pretty women. The horror of Emma's unrequited passion pushed under the carpet with all Florence's loneliness have previously been re-enacted—quite well—on television. It may become hard to resist Giddens's view that in the 1912-13 poems about Emma, Hardy "was creating a myth of their life, and writing out of himself the nagging guilt of reality". But I hope that if guilt there is, it will be not out of the poems and not put into them.

The New Wessex selection of Hardy's poetry (based on James Gibson's edition of the *Complete Poems*) is twice as fat as the old selection. The paper is distinctly nastier. "Liddell and Scott", the poem about the two lexicographers which closed the old selection on a frivolous note, has been axed, the distinguished position being filled by "The Eve of Waterloo" from *The Dynasts*. It is good that *The Dynasts* itself is back in print. I wonder whether the BBC might see fit to resuscitate the radio version made during World War Two and mentioned by Giddens. Hardy himself imagined his vast poem acted in the dreamy mountainous tradition of the old Christmas mummings, whose "curiously hypnotising impressiveness" and whose "automatic style" he remembered—and perhaps this is one of the finest clues we have about his sense of himself—as "that of persons who spoke by no will of their own".

## Portrait of a gentleman

Alastair Wisker

**The Life of Henry James.** Volumes 1 and 2. By Leon Edel. Penguin £5.00 each, 14 055 117 4 and 118 2.  
In this definitive edition of his original and brilliant biography of James, Professor Edel uses the same, prefaces, reviews, "ghastly" plays, travel sketches and letters that he has already edited—unpublished letters and journals. In doing so he illuminates all the facets of James's life and literary career. Edel inevitably approaches biography as the art of "leaving out", in the belief that the modern biographer must melt down his materials or he will smother the subject. This definitive edition is a "quintessence" of studies from many years ago and displays great imagination in its form and substance.

Without Dean Howells, which makes for an unusually fascinating reading. During the years covered by the first volume, James wrote a number of his major novels, including *The Portrait of a Lady*, in which New World ignorance and innocence confront the hard experienced realities of the Old World, in which the unconventional and free "Isabel Archer" is "ground in the very mill of the conventional". And there was *The Princess Casanovian* which, as Professor Edel has written elsewhere, "anticipated by five decades the major theme of the twentieth century—the young man who seeks to overthrow the very society in which he is reality also seeks acceptance". In these and many other works James established his place in the European social tradition. George Eliot, Tolstoy and Flaubert. He was a major writer including Turgenev, Zola and Maupassant and, as Professor Edel says, knew "all literary Europe".

## Idiosyncrasies

Edward Neill

**Two posthumous books by "major" American poets demand attention and at any rate for seasoned readers of them, prove intrinsically fascinating.** Both poets are in a "muddled" tradition that in England is regarded as itself muddled, or at least corny and suspect. Both present suffering and messy lives as the price of art and also the subject of art. In John Berryman's case, the combination of "oleoholism", depressive illness, promiscuity and religiously aroused nothing less than pity and terror.

Lowell, more gently, insists on the dark underside of experience, on paradigms of failure to which he returns and returns, sometimes in a rather forced and factitious way. His form seems to slouch after formlessness but never quite arrives at it. His whole procedure depends on making the thing communicated seem to predominate over the means used to communicate it. Berryman is much more idiosyncratic, stylistically speaking, in a way that sometimes recalls Hopkins and sometimes sounds merely cute. Berryman's book includes "rejection", "Dream Songs" and poems written very shortly before his death. Lowell's poems deal mostly, though not exclusively, with "incidents in his recent life in England with his third wife Caroline Blackwood and his son Sheridan.

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## 22 Commercial Studies

## Management games

Philip Sykes assesses their value in training

Like an elephant, a management game is difficult to define, but easy enough to recognize when you see it. A simple and well-known definition is: "A case study with feedback and a time dimension added." A case study depicts an actual or fictitious situation in which students have to analyse and discuss the appropriate action required by the particular circumstances. It is thus a static and open-ended exercise—no compared with a game which is in the form of a continuous loop, where the student's choices or decisions are repeated over a number of rounds (each of which may represent a specific period of time such as a week or a month). See diagram above.

The other notable feature of games is that they (like the business they represent) are competitive. The students will usually be striving to achieve better results than anyone else against the stipulated criteria (to make more profit or achieve a lower product cost than his competitors). Four features identify a game:

A representation of an actual or typical business situation. Of necessity, a game simplifies real life and sometimes distorts it in order to make a particular point. The element of competition between players.

The feedback to the students of the consequences of their decisions and the opportunity for them to make further decisions which take account of that experience.

Some form of time-relation.

Management games are the direct descendants of the ancient war games of which chess is the most widely known. This type of game, which was a symbolic representation of war rather than a simulation of combat situations, was transformed by the German Army's adoption of "Kriegsspiel" during the nineteenth century. The principal features of the German game were that it was played on a board, "figures" were employed, and the element of chance was represented by dice.

The application of war-gaming techniques in business began in the United States after the Second World War. The pioneer was the "Inventory" game (first published in 1958). Since then the growth of business games has been rapid, and more than 2,000 packaged games are now catalogued in the United States alone. The technique spread to Britain mainly through the activities of the late Desmond Lloyd, who (with Clive Lovelock and two others) founded MGL in 1962, and Chris Elgar, who has written and taught extensively in this field.

From the point of view of those who take part in the game, it has these advantages:

The characteristic that is common to all games is the motivational element or the "reward" element which gives to the participant. Games enable a participant to discover for himself the managerial problems of a business situation and to choose between alternative solutions according to his strategy and priorities. In this way, a game fosters the analytical and decision-making skills and, to this extent, a game's simplification of the complexities of a business situation is a major advantage. Games provide the necessary mental discipline upon an executive in regard to the organization of his own time, and the allocation of priorities, thus helping him to become a more effective contributor to his organization.

Organizational theory is demonstrated, particularly in establishing an effective structure and co-operation, and communication between members of a management team. Games may also help executive specialists to appreciate the overall view.

Many games feature the element of competition, which is a natural feature of business. The importance of this element is often underestimated by those who are not experienced in the use of games.

ance of stating objectives and constructing plans, forecasts and budgets for an organization's future development may also be reinforced by a game.

From the point of view of the instructor or training officer the game:

Presents teachers and students with novel situations that cannot be solved by "cook book" knowledge or conventional wisdom. Consequently, a level of freshness and novelty is generally maintained. Is likely to reduce personal tensions and even antagonisms in the classroom when few direct judgments are required. The instructor's role may be as interpreter of, or guide to, the game, but he does not have to pass as judge, jury and executioner.

Illustrates and consolidates management principles and techniques already referred to in lectures, etc. Acts as a motivating force in the learning process, providing change of pace and stimulating interest.

Highlights personality traits in the participants that would not be readily apparent during conventional education. To this extent, it may save an organization the expense of appointing an unsuitable person to a position of responsibility.

Although it is difficult to be categorical about the worth of management games (as compared with lectures, case studies, private study, etc.) without having given the teaching context, some useful research was carried out by A. Z. Janakovic on the subject in his *The Administration, Use and Validity*.

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## 23 Commercial studies

## Firm behaviour

Andrew Robertson considers a work of micro-economics

The Theory of the Firm By P. J. Courlet  
Macmillan. £8.95, £3.95 paper. 333 pp. 1977

A group of senior executives discussing pricing policy among large firms heard one of their number from the detergent industry ask another from the paint industry why he was so perched on the pump.

The prompt reply, greeted by a howl of sceptical laughter, here indeed was the world of economic theory meeting the "real" world—the all men joined in the laughter.

Part I of Mr Courlet's book on micro-economic theory is devoted to a clear description of the somewhat unrealistic classical theories of economic behaviour beginning with the unlikely state of perfect competition (which implies the equally improbable state of consumer sovereignty), describing

monopoly (two firms and price cutting or collaboration), monopoly (the pure state of which is again theoretical rather than actual), monopolistic competition and oligopoly (and bringing in for once the theory of games (the impressive

terminology zero-sum phrase means that whatever A wins B loses). The section concludes with a chapter on the difficulties facing a firm attempting to enter a monopolistic industry, but once again there seem to be discrepancies between theory and practice.

In the second part of his lucid

little book Mr Courlet tackles pricing policies, in which firms seem to pay more attention to cost and mark-up than to their competitors' likely reactions, but those have in the light of the level of concentration in the industry. He also looks at the separation of ownership from control, the development which has led to the supposition that directors are unlikely to be able to keep their managers from making their own decisions, leading in practice to the making of "satisfactory" profits ("satisfying" rather than maximizing goal in reality. Owner controlled firms grow faster and make more profits than management controlled firms, according to one piece of research reported here.

Biological theories of the firm, treating them as organisms, appear not to reflect reality—for one thing, though it is not said here, a limited liability company is immortal. Moving on to consider the behaviour of the constituent managers in a firm it is hard to resist the conclusion, supported by the work of Williamson (contributor to that celebrated text by Cyert and March, *A Behavioral Theory of the Firm*), that any "utility maximization" indulged in is for their own benefit rather than that of the shareholders.

For example, staff expansion carries promotion in its wake and is also "a source of security, power, status, prestige and professional achievement."

This is a useful and nearly neglected summary of firm theory which will quickly put any student at fault with this segment of economics, even if it may leave the practically minded feeling that there is still a wide gap between the idea and the action.

## Money matters

by David Whitehead

Making the Most of Your Money by Edmund Flugelton  
Penguin Publications. 65p. 07088 0991

How to Survive Inflation by Henry Tech  
Penguin (1978). 0273 00198 1

The Careful Consumer by Joan Stewart  
Holt Rinehart & Winston. 95p. 0585 42380 4

It is hard work trying to be a rational consumer. One must have a good deal of comparative information on one's finger, but also be able to make a choice of calculations in order to see that one ends up with the "best buy". Indeed, there is now a growing industry of organizations and writers concerned with consumer protection and education.

Henry Tech's *How to Survive Inflation* is a lively and informative book which explains the inflationary process in a way that is easy to understand. It is a good book to have on one's shelf, and it is well worth the effort of reading it.

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## Making money

The Rise of Big Business. By C. Northcote Parkinson  
Weidenfeld and Nicolson. £5.95. 0 297 77327 5.

This is an historical prelude to the author's successful *Big Business*, published three years ago. It is highly readable and a bit hazy—Professor Parkinson considers that most economic history is written from a socialist viewpoint, and he wants to redress the balance; the heroes are the captains of industry, not the workers.

Parkinson begins with agriculture or more properly land-ownership, which in Britain in the seventeenth and eighteenth centuries had many of the characteristics of modern big business. A country house was the head office of a complex organization with a large staff of clerical staff, and its aim was to make money. Land-owners certainly had great political power—Parkinson contradicts himself on this point though, saying that having power is one factor which distinguishes big business from business, but later claiming that the armaments industry in the first half of this century had none.

Apart from land-ownership the pre-conditions and prerequisites of big business are finance, transport and communications. Parkinson considers that in the United States some of the railways and the biggest telecommunications firms were big business, while in Britain no one way made quite the grade, and from an early date the telephone and the telephone were publically owned, and thereby disqualified.

It is with steel, petroleum, chemicals, rubber and ornaments that modern industry, dominated by giant firms, got under way; Parkinson tells the stories from earliest beginnings—Samurai swords made from over four million layers of steel, would-be chemists sound as sorcerers, and so on—then describes the scientific inventions and financial machinations which led to the establishment of industry's multi-millionaires. A final chapter describes the rise of the major automobile, aircraft, electric and electronic firms.

Catharine Basham

## Modern Office Practice

This book, replacing *Modern Business Training*, will be of use to all those engaged in studying commerce. Recent legislation has been considered and discussed, and the use of modern business machinery is described. A comprehensive Bibliography and an extensive Appendix detailing sources of information should be invaluable to students and businessmen alike.

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## Holland: obstacle or answer?

Gregg Shoop

For some months I have been developing a course for unemployed school-leavers. One of the first hurdles has been deciding what to provide.

One might think the Holland report had overcome this problem; many colleges are implementing the Manpower Services Commission proposals as if they were "received wisdom". But precisely because its analysis is detailed, its suggestions apparently relevant, and its preferred funds conditional, it is such an obstacle as an answer.

What are its objectives? Although it predicts worsening youth unemployment, it hesitates to acknowledge the structural nature of the condition, thus avoiding unequivocal identification of its cause, namely industry's reduced labour demand.

Instead, the commission has explained youth unemployment largely in terms of the characteristics of the unemployed school-leavers, and proposes training as a solution to their apparent unemployment. This would reduce apparent unemployment and retain a pool of labour for the time when the economy refuels. But meanwhile it puts further edu-

cation in the contradictory position of having to "cool out" potentially disaffected young people and prepare them for work.

I am encouraged by colleges where the hypocrisy of training the unemployed for non-existent or inappropriate jobs is rejected. Most would-be "Holland students" want jobs, but until these are available, there exists an opportunity for making an educational provision available in a client-group for which further education has been a closed book.

Such courses characteristically conceive of the problem as one of lack of employment, not unemployment; do not promise work on completion, but anticipate other exits such as training, education, or even the dole; emphasize general education; and are locally funded, part-time, or a combination of both.

The unemployed status of the students is not disguised, but used as a cornerstone and practical solution based on an understanding of the social environment are pursued. The timetable can permit job-searching and qualification for social benefits by being limited to 18 hours a week.

Any curriculum would almost certainly include basic English and arithmetic, but also an element of social studies intended to lead to an understanding and ability to act effectively vis à vis unemployment, work, community activities, etc. Any experience in vocational and commercial skills should be as much an exploration of interests and abilities as on occasion for training.

In addition to interrelating the various components, change could also be given to the following ideas: use of an industrial tutor, possibly an unemployed or retired person; dispersal of the group according to individual concerns and availability

## TALKBACK

of resources; locating the course within the general studies area to ensure breadth; organising on a modular basis and without fixed length so as to afford a "roll-on, roll-off" facility, allowing other opportunities to be taken up, if and when they occur; and using a centre away from the main college site.

Provision for the young unemployed can be expected to raise objections from some staff on the grounds of limited resources or expected student behaviour. Such objections must be dealt with realistically, but they must not undermine objectives. Concern with behaviour often goes hand in hand with attitudes about employability, the result being that screening procedures exclude many whom the schemes are meant to help.

If one believes youth unemployment can be explained largely in terms of the characteristics of the unemployed, the Holland proposals will appear attractive. If one does not, such an approach will not appeal.

Gregg Shoop teaches at Havering Technical College.

## Do-it-yourself back up

Gregg Jefferies

Some years ago I wrote an article, "A Dream of Taming the Dragon in Three Easy Stages" for the TES. It dealt with ways in which resources for schools might be dealt with at three levels: local, regional and national.

It seemed to go down like a lead balloon, but here in the West Country we have been quietly working away at turning the dream into some kind of reality.

Two years ago the centre was approached by two of its small country primary schools with a request for the copying of Words and Pictures (a BBC TV series for infants) worksheets, which are included within the teachers' notes. We looked carefully at the material, checked the copyright, and said that we would do the job.

The schools had asked because, being small and therefore poor, they could not afford the handbooks in the kind of quantity they required. Lacking stencil cutting equipment or duplicators of the right kind, they could not carry out the suggestion that they do their own copying.

It occurred to us that there might be other schools in the same situation, so we contacted those in our area. The response was so great that we decided to ask the other centres in Somerset to do the same with their schools. We ended up with orders for 2,500 sets of worksheets—50,000 sheets of paper.

Using a Remington stencil cutter and an ink duplicator, we were able to meet the order in the two weeks available before transmission of the first programme. Distribution was primitive, and still is, the warden hauling up his car and taking the collated and printed parcels to the local centre, from where the schools collect them.

In a county like Somerset mile is talking, at distances of 30 miles between each of the main centres; in a smaller or more populous area the distribution problem is more easily solved.

One is aware the BBC run at a loss in the production of the software which accompanies their transmissions. One is also aware that many schools cannot afford the kind of back-up such materials provide, and therefore do not use, or do justice to, some of the excellent transmitted material.

This kind of local enterprise provides an answer. More children are exposed to an excellent series of package is more meaningful because of the worksheets, the L.A. is now something approaching £1200 a year, and the centre makes a small profit.

I suggest the TV and radio stations start to think of working with such local resource agencies. It is important they explore the possibilities of this kind of liaison. A properly timed delivery of original such an approach could be expected to cover all kinds of back materials.

It could be done with each local, or more logically, at one regional centre. The initial cost of a handbook or set of pupils' notes would be more costly because the initial run would be smaller, but the ultimate cost to each school would be much smaller.

Resource provision is either parochial and school-based, or carried out by commercial agencies constantly looking at profit margins and mark-ups. There is a cold logic in our system which is firmly based on the assumption that one of the most valuable services centres can offer is in saving teachers their most valuable commodity.

If our larger schools were properly equipped, there is no reason why they should not work on a consortium basis with their local primary schools in the development of resources. Some do, but not many, and the list of excess is not doing so is legion. Local centres have an important role, and although often inadequately equipped and staffed, theirs can often be the take-off point for local resource provision.

Schools are at fault in not establishing priorities for the use of resources, until they establish a list of excess, they cannot do so. It is not doing so is legion. Local centres have an important role, and although often inadequately equipped and staffed, theirs can often be the take-off point for local resource provision.

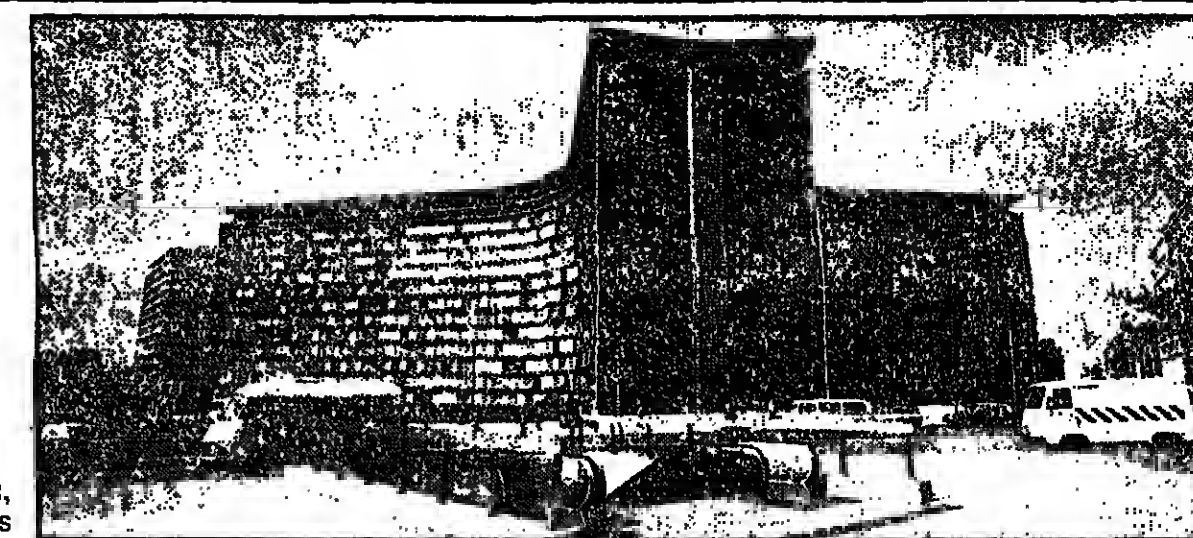
What we require is a real solution to real problems. Where is the point in developing an expensive and labour-intensive resource which still operates with a teacher pupil, tell and told routine? In a country like Somerset, where there is a very real point in developing an expensive and labour-intensive resource which still operates with a teacher pupil, tell and told routine?

What we require is a real solution to real problems. Where is the point in developing an expensive and labour-intensive resource which still operates with a teacher pupil, tell and told routine? In a country like Somerset, where there is a very real point in developing an expensive and labour-intensive resource which still operates with a teacher pupil, tell and told routine?

Greg Jefferies is teacher of the Marlborough Education Centre, York.

## 16th Didacta, 1978

Brussels  
April 10-14



EEC headquarters, Brussels

## Community spirit

by Guido Brunner, EEC Education Commissioner

On the occasion of the 1978 Didacta I am happy to be allowed to describe the European Community's first steps in the field of education. What I had to say at that time was mostly a mixture of hopes and dreams. Now, two years later, I can, with a sense of some achievement, point to the concrete results of the first phase of our work as well as outlining our main projects for the next three years.

By now our energies have been concentrated on stimulating cooperation, mobility and exchange in the educational field and on establishing a community

contribution in two major educational problems of common concern: youth unemployment, and the education of migrant children. Youth unemployment is a problem which more than any other has been the cause of critical anxiety in all our member states during the last two years. Recently the unemployed in the community who are under 25 have numbered more than two million, more than a third of the total.

No one supposes that educational initiatives can of themselves solve this terrible problem. But equally there is a growing recognition that

education can and must make a significant contribution. Fresh approaches to career guidance and career education are required to prepare young people, particularly the early school leavers, to find their way in a world where work might be hard to find. A new partnership between education and employment authorities is needed to ease the transition from school to working life and to provide more opportunities to resume education and training—above all, for those who have no qualifications.

The urgency of this problem led to a special meeting of the council

and ministers of education on December 13, 1976. The action programme embodied in the resolution adopted on that occasion centres on the setting up of a series of about 25 pilot projects, which is probably the largest experiment on a European scale ever attempted in education. Seventeen of these projects are now being launched, two of them (in London and Sheffield) in Great Britain. Others in Strathclyde and Hatfield are in preparation.

In addition to the pilot projects, the commission has set in train a programme of study visits to other countries for teachers and person-

nel specializing in vocational education and guidance and in a second stage study of the right of young people to return to further education and training, and a series of workshops—the first of these concerned with the implications for teacher education was held in Harrogate last November.

As regards the education of the children of migrant and immigrant families, the council adopted in July last year a directive which obliges member states to provide initial reception facilities to facilitate their entry into a new social

continued on page 30



## Network

● Community Education in Practice: A Review is a 124-page booklet which emerges from a research project on Community Colleges in Coventry. Its author, Pauline Jones, at the Social Evaluation Unit in the Department of Social and Administrative Studies at Oxford University, looks critically at the concepts of community school and community college, and explores them through case studies of some of the better known initiatives in community education in Cambridge, Shire, Buckinghamshire, Leicestershire, Manchester, Nottinghamshire and Coventry. There are also sections on Curriculum, School Community Links, Management, and Common Problems. Available from the Unit, 40 Wellington Square, Oxford OX1 2JB, telephone Oxford 52361; price £1 plus 25p postage.

● Youth Environmental Action, a group which promotes action and discussion on environmental issues among students of secondary schools, has issued two free bulletins on nuclear power; one putting the case against, the other setting out possible alternatives. YEA hope the bulletins will be useful in stimulating debate in schools and youth clubs, particularly in the weeks immediately before and after the mass rally planned by Friends of the Earth for the end of April.

Copies (send 50p) available from YEA, 173 Archway Road, London N6 5BL, telephone 01-349 9030.

● Books for a Changing Britain is a pamphlet compiled by the Leicester branch of the National Association for Multiracial Education. It includes lists of books in such categories as folk tales, stories, poems, religion, racial differences, and background reading for teachers, as well as a list of bookshops specializing in literature from India, Africa and the Caribbean. Available from Valerie Glass, Shepton Primary School, Dunlin Road, Leicester LE3 5FP, price 25p including postage. Cheques to be made payable to "Leics NAME".

● The National Press Association is running an essay competition on "How should religion be treated in schools?" Entries are particularly interesting in descriptions of personal experience or proposals for reform. There are prizes of £20 and £10 in each class of entry; winning entries will be published in the NPA magazine, the New Humanist, October 1978.

● Entries to Mensing Editor (Kassay Competition), RPA, 88 Islington High Street, London N1 8EW. Further information from Nicolas Walter, telephone 01-226 7251 (work) or 01-466 9777 (home).

● How do parents of children under five hear about what is available for them in their neighbourhood? Who do you speak to if you are worried about a child's illness, where to find a childminder, or the difference between a playgroup and a nursery class?

● Infophone Service is being set up in Islington, for parents to ring from 9 am to 10 pm. The service will be based at the Save the Children Family Youth Club in Blenheim House, Highgate. The organizer is looking for two people—preferably mothers—to run it for a year. For further information contact William van der Byken, 54 Peckham Road, London SE26 6RZ, telephone 01-693 3766.

● The Compendium of Sixth Form and Tertiary Colleges 1978 is now available. Like its predecessors, it contains details of all colleges open or approved, with a summary of their courses and sporting activities, academic, pastoral and administrative organization, and their links with feeder schools. Copies available from G. L. Cooley, Greenhead College, Greenhead Road, Huddersfield, West Yorkshire HD1 4ES, telephone Huddersfield 22032; price £2 post free.

● A short history of pre-schooling in Liverpool was included in the February issue of Where Ourselves, a new publication of an organization called Pre-School as a separate pamphlet. Pre-School Priorities gives a brief outline of work done by Priority in the pre-school field, and has been put together by Eric Midwinter, with the assistance of Priority national Council members. Copies available from Home Link, 4 Bridge Road, Wetherley, Liverpool 27, tel 051 4881; price 30p including postage.

● The group who produce Education are holding a carter Education in Leicester on weekend conference for discussion April 13-16. Topics for discussion include alternative education, subjects, assessment, printing, schools, and the position of the teacher in a state school. Sessions will also be devoted to trade unionism in education, and practical forms of anti-racist activity.

Libertarian Education 27 has appeared, with features on schools, multi-racial approaches, writers and 10, and explores the conference (see) and explores the magazine. (40p including postage) from: L.E. 6 Beaconsfield.

At Didacta this year Oxford University Press will mark its Quincentenary by displaying its full range of educational materials and featuring this year's major publications.

Visit Stand number 7417D in Hall 7 to look at titles in your own subject.

Oxford University Press  
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Oxford OX2 6DP, England



## Entrepreneurial ends

GEOFFREY HUBBARD on ways, means and educational technology

Educational Entrepreneur: one who brings together, in legitimate marriage or dubious and impermanent liaison, ideas and the resources to implement them. From Hubbard's *Director of Disruptible Occupations*.

I am sometimes described to my face as an educational technologist, which I am not: I confess to being, however inadequately, an educational entrepreneur.

Idea, of course, the essence of education and training; ideas themselves, and ideas about teaching and learning. Yet, the curious fact is that new ideas are hard to come by.

How often have those of us given to enthusiasm expounded our latest and brightest idea, only to be told scornfully by some better-informed listener that Comenius has a passage which puts forward much the same view: derived, very likely from Aristotle!

Yet ideas have their times and their seasons. Suddenly there is timeliness and promise; a particular line of development seems opportune. To some extent this is a matter of fashion, but it is also a matter of feasibility. If you believed that teaching at a distance would be a good idea, and you were a fourteenth-century monk in a monastery in the Carolingians, it would be a most inappropriate development to pursue. But if, today, the ideas in fashion call for reprographic facilities, for audio-visual presentation and for innovative communication, then exhibitions such as Didacta offer lulls full of the necessary systems, fully developed and commercially marketed.

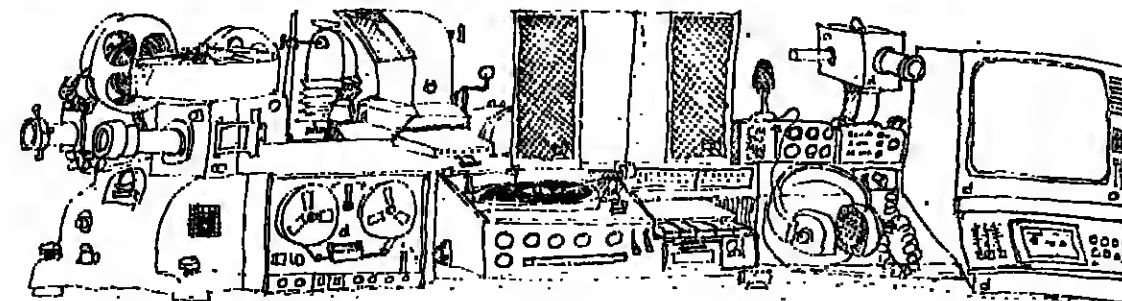
In an article prompted by just such an exhibition, an educational entrepreneur can, perhaps, offer a few observations on the relationship

between ideas and artifacts, on what distinguishes the equipment which may have a significant effect on education and training from that which, at the end of the day, remains ingenious but unused. I see two main distinguishing features.

First, we seldom use in education and training equipment which has not got another and wider market. There are exceptions—of which the overhead projector is the most obvious—but in the main the educational user rides on the back of the domestic or commercial user. Hands up those who have, as a personal possession, a radio, a television set, a gramophone, a tape recorder, a 35mm camera, a slide projector, a cine camera and a film projector! And hands up those teachers who have that much equipment for the exclusive use of their class!

Now, obviously, one of the merits of undertaking education by gathering pupils at particular times in particular buildings is that one can attain higher utilization of equipment, and I am not arguing us in whether or not there should be much more equipment in our schools and colleges. I am arguing simply that, if the population at large buys a large quantity of audio-visual and electronic equipment, the types of equipment it buys will tend to be relatively cheap, as a consequence of economies of scale of production, and there will be easily available sources of low-cost, consistent quality material (film or tape, for example) for use with the equipment.

It follows that the educational user being a small part of the total market, is not in a position to exercise much influence on the manufacturer. In low educational quantities requirements would be regrettable, but the manufacturer will be weighing the loss of other customers which might follow if he made the



"Halls full of the necessary systems, fully developed and commercially marketed."

equipment more suitable for education and less suitable, or more expensive, for the much larger body of other consumers.

As he reluctantly decides not to meet the educator's request, he is caused by the thought that, given the choice between an expensive specialized educational equipment and a cheaper, somewhat less suitable mass market product, he usually settles for the latter.

However, this is not a counsel of despair. It has two clear implications: first, that we should, in looking at the range of equipment on offer, be continually asking how it might serve education as it is, without modification or redesign; and second, that we should be looking at the range of equipment at least known educational and training would like.

We may be marginal consumers

very significant changes in the type of product and the manufacturing processes. This optical and electronic production methods have developed and are developing still with great rapidity, and with consequent cost reductions.

On the other hand, the manufacture of mechanical systems seems to be at a stage where further cost reductions are difficult to find. So, some types of equipment are getting cheaper or better rather than more expensive. And in the application of microelectronics we are, indeed, on the threshold of a new industrial revolution, where a very cheap, very powerful technology is open to us, and we still cannot see with any clarity what its applications will be.

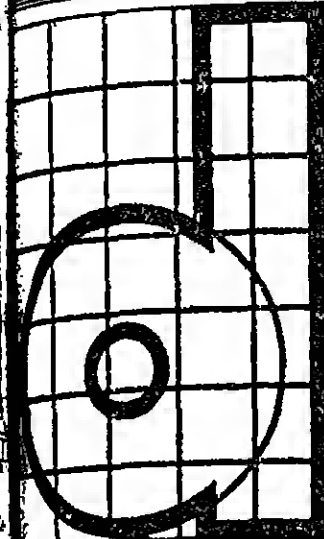
Microelectronics are at the heart of such developments as teletext (Viewdata, Oracle, Cerfax), and these lead me to my second main observation. Why is it that after years of looking at new developments with a detached cynicism so many of us have got excited over teletext? Because, I suggest, it has one distinguishing characteristic: the new development of slow speed text transmission for visual display, made possible by the low cost of microelectronics, is applied in the fully developed transmission system

of broadcasting and the telephone network. As a consequence, the total development time, the laboratory operation is a fully automatic operating system, can be radically reduced.

Here again, we see the vital link between ideas and the way they are implemented. There must be technology, the equipment of materials, but our society has its abundance. Only say what you want done, and it can be done, and a price put on it. But this is not the case in the area of educational resources and of time and effort required, depends on whether the technology is widely used, and therefore cheap and easy of access, and whether there exists an operating system through which the educational application can function.

Within education and training, we recognize that it is the system, not the techniques or the aids which impose constraints or offer opportunities. To achieve our educational ends, we need to see out the ways in which the new investment in communications and distributing systems in society at large can carry our educational training traffic.

Geoffrey Hubbard is Director of the Council for Educational Technology.



## Preview

Look at what British exhibitors are showing at

**J. Arnold Ltd, Leeds**  
Arnold will devote a large part of its stand to the art materials they develop and manufacture at their factory in Cumberland, Scotland. The Arnold Stationery Division will show new ranges of pads and exercise books.

Also on display will be the Arnold Early Years range of equipment, which covers the main areas of early education; new series of readers; and a large selection of multilingual language materials.

**Blackie Publishing Group, Bishopbriggs, Glasgow**  
Blackie will have a comprehensive display of books for primary and secondary schools and colleges of education. New primary books include *The New Spell Book* and four titles in the "Read, Write and Remember" series. Among secondary books two new English series, "Options for English" and "Authors in their Age", are said to be of particular interest. Other projects include *What Do You Think?*, a new book on the history of education, *Topics in Art History* and a *Schools Council-Blackie* series, "The Mathematics Curriculum".

**Hurke Hanks, London**  
A range of illustrated educational books will be on display on this stand. Included will be advance material on the new *Mathematics Encyclopedia* for the time to 13 age groups, and new titles in Hurke's English language teaching series. Also on show will be the *Wash-Nat, Wash-Nat* series for environmental education and the

model, and four filmstrips. Other exhibits will include *Global Energy Resources*, a book described as "a simple introduction for teachers and senior students of economic geography, environmental and general studies concerned with the world's natural resources".

**Balmforth Engineering Ltd, Luton, Bedfordshire**  
This firm produces a range of library equipment which includes metal shelving units, study carrels, book racks, library furniture and shelving accessories.

**Bernal Ltd, London**  
This manufacturer of Eagle and Venus pencils, pens and markers, and Margoson art materials will be showing a number of new products. These will include a new range of nylon brushes with shaped filaments which are said to perform in exactly the same way as pure sable hair, but are cheaper; a new artist's crayon; and the Bernal Cascade, large wax crayons with a dense pigment which make it easy for small children to produce brilliant colours.

**Cooled Specialties Ltd, Basildon, Essex**  
The Transparel range of transparent self-adhesive overlays will be shown. They come in several weights and colours and are used for protecting books or technical drawings, as an art material, and for many other classroom uses. Also on this stand will be Transext, an overlay material with a matt surface which will take pencil, crayon or ink and can be electronically copied.

**Cochranes of Oxford Ltd**  
The Helios Planetarium will be shown once again. It can be set up in three different ways to illustrate aspects of the earth and the solar system. A variety of other Cochranes products will also be exhibited.

**Collins Educational Ltd, Glasgow**  
Books for primary and secondary schools covering English as a foreign language, English literature, geography, history and mathematics will be on display.

These will include the "Collins English Library", a new series of graded readers and comprehension books which students of English can read for pleasure. "Pencil Play", a series of four books of spirals to teach pre-reading and pre-number basic skills, and "Key Phonics", a series which can be used to supplement the phonic work of the first reading scheme used in a school.

Continued on next page

already successful Picture Dictionary.

W. & R. Chambers Ltd, Edinburgh  
W. & R. Chambers will be showing both reference and children's titles, among them the revised Chambers Twentieth Century Dictionary, which has a new supplement. A new series of dictionaries for non-native speakers will be featured including Chambers first and second "Learners' Dictionaries". Additions to the reference range include Chambers New School Dictionary. The new recent titles in the Quess series of information books will be shown, as well as "The Way It Was", a history series for middle schools, and "Madero Maths for Schools", which has new additions to the sixth year range.

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## THE INTERNATIONAL ENCYCLOPEDIA OF HIGHER EDUCATION

Asa S. Knowles, Editor-in-Chief

Jossey-Bass announces publication of *The International Encyclopedia of Higher Education*—a ten-volume reference work that is the culmination of five years of effort involving over 2,000 persons who served as editorial advisers, consultants, contributing authors, bibliographers, reviewers, editors, and sources of information. The *Encyclopedia* brings together in one source essential information on post-secondary education in all countries, in all academic disciplines and fields of study, and on all major problems confronting colleges and universities around the world.

### AIM AND SCOPE

The *International Encyclopedia of Higher Education* is designed to be the most comprehensive and authoritative reference ever published on higher education.

Until now, no single compendium has served as a standard reference to all facets of education beyond secondary schooling. Publications about higher education have usually dealt with single topics, single geographic areas, or single types of institutions. This new *Encyclopedia* transcends these limitations to offer a worldwide perspective on all of higher education—from expert overviews of every academic field of study to authoritative descriptions of higher education in each country of the world; from analyses of government reports and policies affecting higher education to summaries of the work of leading higher education researchers; from historical perspectives to current research, statistics, and documentation; from the study of higher education to the study of higher education in the world; from the study of higher education to the study of higher education in the world.

The ten volumes of the *Encyclopedia* contain 1,000 alphabetically arranged articles on topics ranging from Academic Freedom to Higher Education in the Republic of Africa, from Adult Education to Workbooks as a field of study to Women and Higher Education. As an international reference work, the *Encyclopedia* is global in scope without being limited to international or multinational topics. The volumes in-

clude not only separate articles about the organization and operation of higher education in different nations but also articles on major national reports and policies, such as Sweden's UDB report and Great Britain's Open University.

As an international reference work of higher education, the *Encyclopedia* encompasses more than what is sometimes termed "university education" or "tertiary education." It covers post-secondary education at large, including the work of technical institutes and community colleges; the relationship of higher education to the labor force; and the impact of national policies regarding economic, scientific, and manpower development on education beyond the high school.

In short, the *Encyclopedia* is the first major reference work devoted exclusively to presenting information about critical issues and important topics concerning higher education on an international basis.

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The *Encyclopedia* provides quick and ready answers to many specific questions, including the following:

- What are the official languages of instruction in all nations?
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- How is higher education financed by various nations?
- What is the state of new innovations in higher education?
- What kinds of degrees are now offered by academic institutions?
- What nations require work experience or military service as a condition for earning a degree?
- What are the procedures for academic decision making and academic governance in different nations?
- What are the science policies of nations in different parts of the world, and what effect do these policies have on colleges and universities?

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• Scholars in various academic disciplines can refer to the fields of study articles to obtain an international perspective of their own fields.

• High school and college counselors can use it for their own information and for students who want information about fields of study and college life in general.

• Professors and graduate students involved in educational research can read various essays to obtain information on their particular research topics.

• Business and industry leaders can refer to it to answer questions about otherwise widely scattered sources of statistics and practices of colleges and universities.

• Members of governing boards and government officials can use it as a significant source of information about higher education in other nations and as a source of new ideas for the conduct of local institutions and systems.

• Researchers and consultants throughout the world can turn to it to answer questions from people seeking information on higher education in different nations.

It is, then, everyone concerned with higher education who can use the *Encyclopedia* to increase their understanding of academic life.

### EDITOR-IN-CHIEF

Asa S. Knowles is Chancellor of North Western University in Muskegon, Michigan. He has spent 30 years in positions of responsibility and importance in various different universities, and his eminence as author and counselor is international.

### OBJECTIVES

"It is my hope, as Editor-in-Chief of *The International Encyclopedia of Higher Education*, that this new resource will be instrumental in furthering the process. I hope it brings about increased multinational technical transfer and improvement in the field of higher education, that it serves as a catalyst for further international research and areas of higher education, and that it enables readers to gain a more comprehensive understanding of postsecondary education as a whole."

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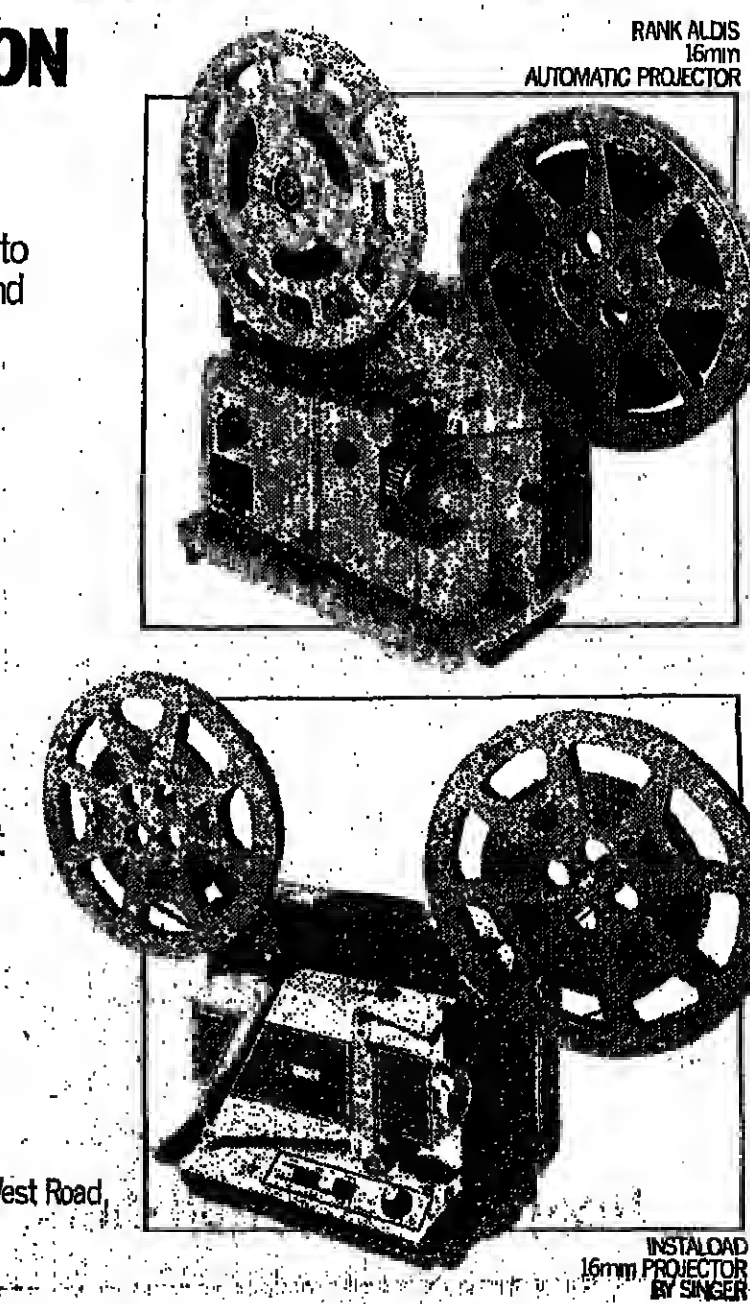
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## Register of Educational Research in the UK

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This Register, the second in the series compiled by the National Foundation for Educational Research, has been funded by the DES, the SSRC, and the NFER itself. It contains over 1,200 new entries, and 500 updated from the previous volume. A number of improvements on the previous Register have also been made: the print is larger and clearer and the index contains cross-references.  
Details of the work of approximately 240 bodies (Universities, Colleges, Government Departments, etc.) have been included. Wherever possible, an abstract and other information such as dates, funding and publications, have been provided. Fields covered include curriculum, teaching methods, equipment, psychology of education, management of education, the teaching profession, educational planning and the sociology of education. Volume 2: price £15.00.  
Limited stocks of Volume 1 are still available priced at £15.00. Microfiche editions of each volume will also be available from April 1978, priced at £15.00 each.

### Research and Reform in Teacher Education

William Taylor  
The author deals with the major concerns of those who formulate teacher education policy. Attention is given to such questions as the effect on teacher education of the falling European birthrate, the changing role of the teacher, in-service training and recruitment. Order Number: 8415 02 3. £6.95

### Patterns of Equality:

The influence of new structures in European higher education upon the equality of educational opportunity.  
Grip Neave  
This is a six-month study of the policies of institutions in higher education in Europe and the USA. It examines how far new structures and new types of institution have managed to realize a greater measure of equality of opportunity. ISBN 0 856331147 £4.60

### Monitoring National Standards of Attainment in Schools

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### International Research in Early Childhood Education

Edited by Maurice Chazan  
Concern for the needs of young children is no new phenomenon, but over the last twenty years powerful social and political pressures have contributed to a re-examination of interest in the expansion of educational facilities for children before entry to formal schooling. Although international exchanges have been facilitated by conferences, workshops and other means, it is still not always easy for research workers to obtain information about the nature and scope of early childhood education projects in countries other than their own. This international review aims therefore to provide basic information about research trends and projects in seven selected countries where there has been great interest in early childhood education: Australia, Belgium, the Federal Republic of Germany, Israel, the Netherlands, Scandinavia, and the USSR. Order No: 8202 02 3. £6.95

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## Preview cont.

continued from previous page

Community Playthings, Hobbs & Co., East Sussex  
Community Playthings are the largest manufacturers of educational play equipment in hardwood in the United Kingdom. They emphasize that their products are rugged and made in such a way that they are particularly useful for nurseries and playgroups. They will be displaying about a third of their range, including several new items.

Councils and Education Press, London  
Councils and Education Press will be exhibiting a selection of educational journals and yearbooks.

Denford Machine Tools Ltd., Belper, Derbyshire  
This firm moved into the general engineering sphere last year. Among other products they will be showing the Viceroy TDS 280 VS Metal Turning Lathe which, they say, bridges the gap between light and heavy duty machines and incorporates many safety features appropriate for educational use.

Drake Educational Associates, Cardiff  
This firm produces materials for adult literacy and remedial reading, and this exhibition coincides with the release of their "Language Centre 3" programme of graded exercises in comprehension and vocabulary development. "Stepping Stones to Literacy" is a remedial programme designed to develop a sight vocabulary of 120 words, and "Pace the Word" is a cassette-card adult literacy programme. DEA will also be showing more than 50 video programmes for teacher training.

Drubeg Ltd, London  
A miniature, low-cost portable synthesizer will be on display at this stand. No bigger than a portable typewriter, it can be carried by anyone with or without musical training.

ESA Creative Learning, Harlow, Essex  
ESA have made a number of additions to their range of Multi-Link Number apparatus. On show will be the clear pegboard and grid cards, Multi-Link activity cards, and their new Starter Kit. The Multi-Link Mathematics programme has been streamlined with the addition of Sequents and People Logic. A series of new games designed to help in mathematics and arithmetic will also be on show.

ESI Electronics and Gateway Educational Media, Bristol  
ESI Electronics will be showing their new Flexlab 2 language laboratory system, based on the Flexlab 1 language laboratory. The Flexlab 2 uses a new language study cassette recorder.  
Gateway Educational Media will be showing a selection of their films, filmstrips, slide sets and filmstrips/cassette learning packages. These cover a wide range of subjects.

Balling Beck Ltd, Wotton, Hertfordshire  
Balling Beck have produced a basic course in geometrical optics based on an instruction manual and equipment such as optical benches, lenses, filters and mounting systems. They will be showing all this alongside their new optical mounting system and other products from their range.

Educational Productions Ltd, Wakefield, West Yorkshire  
EP will be showing additions to their range of audio-visual resources including a new series of Literature Study Aids produced by the British Council. These are recordings of seminars and interviews with leading British novelists and dramatists. There are also sets of slides on the background of works by British authors.

## 28 Resources/Didacta

including a new series of Literature Study Aids produced by the British Council. These are recordings of seminars and interviews with leading British novelists and dramatists. There are also sets of slides on the background of works by British authors.

Evans Brothers Ltd, London  
On this stand the publishers will be showing books and materials for teaching English art and craft as well as textbooks for various subjects. These will include "English by Objectives" an audio-visual course which teaches skills such as listening and taking notes, or telephone conversations. English for Doctors and Nurses, a remedial grammar for medical personnel will also be on the stand, with "Evans Graded Readers" and "Evans Graded Verse".

Faber and Faber Ltd and Faber Music Ltd  
These sister companies will be exhibiting at Didacta for the first time. Faber and Faber will be showing their English studies slides including works by T. S. Eliot, William Golding and Samuel Beckett. They will also be showing popular examples of their children's books.

Faber Music will be exhibiting a wide selection of instrument music including up to 100 orchestral and musical activities such as singing, banking and surveying.  
Feedback Instruments Ltd, Cowborough, Sussex  
A number of new items for use in the teaching of engineering and technology will be shown on this stand. These will include a Transistor Amplifier Demonstration, a Transformer Trainer that takes students from basic concepts through to industrial procedures, and the Electronic Systems Teaching Programme.

Ginn and Company Ltd, Aylesbury, Buckinghamshire  
This company will be showing examples of its wide selection of courses and projects, including "Rescue Reading", remedial reading books; the "First Interest Library Pack" and the "Treat" series of readers.

Globe Education, Hastings, East Sussex  
Globe, in conjunction with Macmillan, will be showing its full range of educational play materials, games and teaching aids, classroom equipment and publications. Among the new products is the Charlie, a system of suspension filing for maps and pictures.  
Grainell's Ltd, London  
This company will be showing their storage equipment for science apparatus. The system is modular and very versatile. It is made up of white square tube frames, plastic trays, wire baskets, wood trays and shelves.

Gelfin and George Ltd, Wembley, Middlesex  
Among the range of Gerrard biological equipment and materials on this stand will be some recently developed equipment such as the Griffin Oxygen Meter and Growth Chamber. The Griffin Spectrophotometer and Chord Recorder will be among the equipment for these concerned with the teaching of chemistry. Physics apparatus will include the Air Bearing Turntable and Centrifugal Force Apparatus, and a new Digital Inulo and Wett Meter.

Hart-Davis, St Albans, Hertfordshire  
Hart-Davis will be showing the "English Fast" audio-lingual course which is now available in cassette form as well as open reel. Their new Directory of English Language Courses in Great Britain will be exhibiting at Didacta for the first time. This directory is a comprehensive guide to the teaching of English in Great Britain. It includes details of courses, teachers, and materials. It is a valuable resource for anyone interested in the teaching of English.

## 29 Resources/Didacta

Heinemann Educational Books, London  
Heinemann say they are expanding their English language teaching list, which is now up to normal English books series and non-fiction on topics as football and pop music. They include "Contact English", "Down to Business in English" and "Road and Note".

Heislir Hope Ltd, Oldham, Lancashire  
The range of products from Heislir Hope is wide. It includes materials for younger children, mathematics, as well as art and design. The firm also produces graphical materials and equipment, science apparatus, musical instruments and school furniture.

Invivo Plastics, Educational Division, Leicester  
Mathematical Equipment for many schools will be featured on this stand. A new scheme covering logic, shape and measurement will be on display, as will a new range of mathematical activities such as banking and surveying.  
Irwin-Desmo Ltd, Croydon, Surrey  
New products on this stand will include a new range of Testator, designed for testing and testing of electrical apparatus. This range includes a Transistor Amplifier Demonstration, a Transformer Trainer that takes students from basic concepts through to industrial procedures, and the Electronic Systems Teaching Programme.

Kogan Page Ltd, London  
This company on the stand will be showing a new range of books for use in the teaching of engineering and technology. These will include a Transistor Amplifier Demonstration, a Transformer Trainer that takes students from basic concepts through to industrial procedures, and the Electronic Systems Teaching Programme.

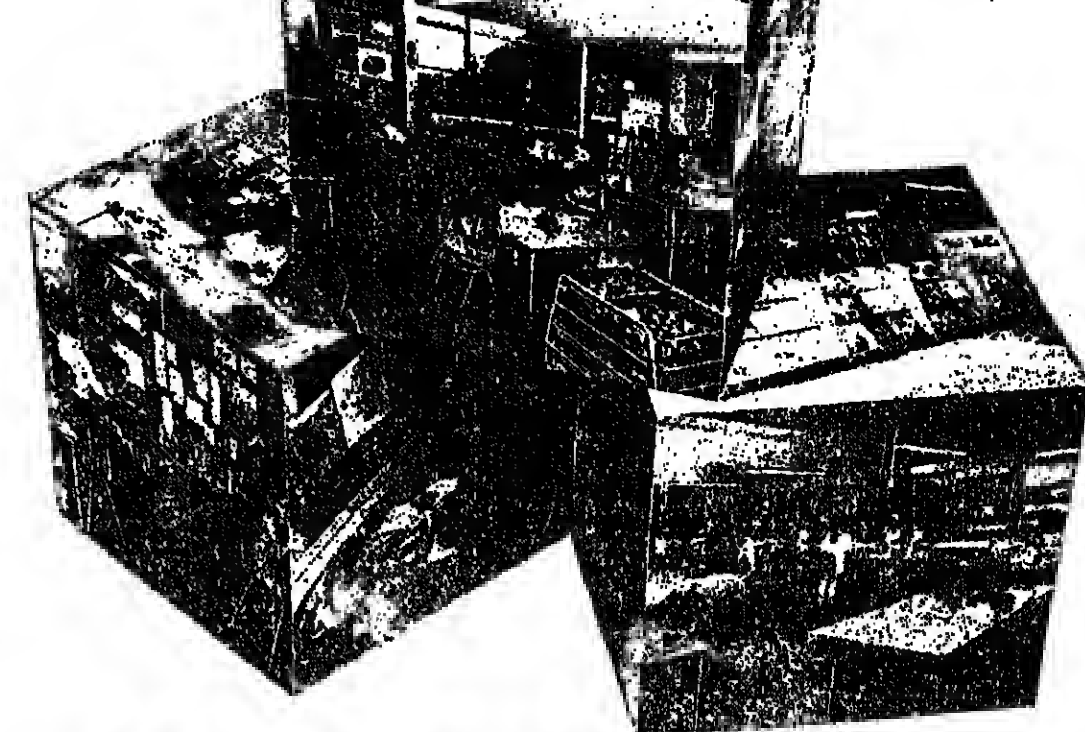
Longman, Harlow, Essex  
Longman will be showing a new range of books for use in the teaching of engineering and technology. These will include a Transistor Amplifier Demonstration, a Transformer Trainer that takes students from basic concepts through to industrial procedures, and the Electronic Systems Teaching Programme.

Macdonald Educational Ltd, London  
Macdonald's policy is to concentrate on publishing small, easily handled thematic booklets which can be used for group work or individual inquiry. "Colour Colour Units" were the first to be produced and the last in the "Biology Colour Units" series.

M. Myers and Son Ltd, Oldbury, West Midlands  
This producer of office equipment and display products will be showing a new range of products. These will include a Transistor Amplifier Demonstration, a Transformer Trainer that takes students from basic concepts through to industrial procedures, and the Electronic Systems Teaching Programme.

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and educational environment. Member states now also have to provide appropriate opportunities for migrant children to learn their own languages and culture as part of the school curriculum.

The terms of this directive are confined to the children of non-nationally mobile. The members of education, however, expressed the political will to provide equal treatment also for migrant children from outside the community. This provides an important framework of objectives which have to be pursued vigorously in the years ahead if we are to come to terms with living in a multi-cultural society.

Here, too, there have been important supporting activities: a series of case studies, including one on the provision of guidance for immigrant youth in London, and another on the pioneer work in this field by the BBC in collaboration with the Birmingham education authority. The commission has launched several pilot projects, including one in Bedford which involves the teaching of their mother language to young Italians and Punjabis.

The main objective in this foundation stage of community cooperation is to promote understanding of each other's educational systems, and greater mobility of pupils, teachers and teachers at all levels within the community. We need to create an educational climate within the community in which it is natural for young people from our native countries to study and work together. At the same time, we need to be sensitive to the need of attacking problems differently in our various systems, before we can identify the precise ways in which we can improve collaboration.

From January 1979, a network of information services on education in the community will be established. This will be available during the initial period to those in policy-making positions who wish to know quickly about the systems, structures or trends in policy in another member state. The network will also provide access to information in the specialist areas of transition from school to work, life education, of migrants, foreign language teaching, and access and admission to higher education.

Another method we are employing is to set up a programme of short study visits for educational specialists to visit counterpart development in other member countries. The three schemes in operation this year concern:

Senior officials from local and regional levels in secondary education (11 to 18 age group); Those with special responsibility for the period of transition from school to work.

Higher educational personnel with key organisational responsibilities in the running of higher education institutions.

The scale of this effort will, I believe, yield great dividends.

In higher education, the main thrust of our effort is to increase the mobility and exchange of students between the community countries. Out of all the students in our community only five in a thousand spend even part of their course in another community country.

One great difficulty in the past has been the sheer lack of information available to students as for the opportunities and conditions for moving about. Just before Christmas I announced the publication of a handbook to students in the community.

This of course is only a start. In addition, we are actively examining the scope for establishing common policies regarding the admission of students from one country into the higher education

institutions of another. We have just issued a cumulative document on this subject so as to secure the widest range of views from the higher education world. In the light of these opinions, our intention is to make a set of concrete proposals in the next Education Council in the autumn. This cumulative document deals with the problems of numerous classes, financial conditions of admission and linguistic difficulties.

A particular concern is to open up opportunities for students who spend part of their course abroad. We hope their number will increase and we want to make it easier for them to find a place to go in and the money with which to do it.

The commission is determined to build up the opportunities for inter-university cooperation, perhaps linking two or three institutions on joint teaching programmes on which students can be exchanged. This is the key way forward to make it easier for students to spend a part of their course abroad, and to get it recognized in the award of the final degree. The commission has been providing "seed" money to help universities to plan such joint efforts.

Just before Christmas I announced the award of 28 grants for this purpose. Over the past two years this makes a total of 54 grants, involving 127 institutions of higher education from all corners of the community, and covering the widest possible range of disciplines. There has been an enthusiastic response to this commission initiative, and I am happy to say we shall have substantial funds available during the current year.

What lies ahead? The next meeting of the Council and Ministers of Education will take place under the German presidency later this year.

The chief focus of my proposals is the development of a richer "European dimension" in our schools. It means three things: a major advance in the quality and provision for the learning of community languages; more opportunities, and a better balance of activities, in the field of visits and exchanges for pupils, teachers in service, multipliers and students; and the encouragement and better organization of the study of the European Community in the curriculum.

In this context I wish to underline the urgent need for learning languages. What we need now is nothing less than a major breakthrough, expressed not only in a much greater diversification of the languages taught in the schools but also (even more important) a real change whereby linguistic success comes to be the hallmark of all white but is open to all and children and young people. We shall be making proposals to establish the foreign language assistance scheme on a community-wide basis, and I hope, opening up the question of the need for all foreign language teachers to spend a period of study in the country the language of which he or she is teaching.

I hope the next Education Council will establish the main components of a long-term strategy in this respect. We shall of course have to see what can best be done within individual countries and what should be done at community level. We have started along the road towards establishing an educational partnership between our countries, which is such a vital factor in the growth and development of our community. You will, I hope, find that our proposals and actions are practical and to the point.

I applaud Didacta's concern with improving the conditions and materials for teaching and learning. We share a common preoccupation for the breaking of barriers, for quality and for progress. Once again I have great pleasure in wishing Didacta every success, both for 1978 and for the future.

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# EXTRA

## Careers

Report on the NACGT 32 • Changing attitudes to graduate employment 33 • Apprentice selection and assessment 34 • The Schools Council Careers Education and Guidance Project • Guidance package from S. Yorkshire 35 • Unequal opportunities 36 • The work of the ISCO 37 • Orthoptics 38 • Report from Scotland 39 • Health visitors • A career with a union 40 • Decision making kits 41 • Careers in art and design • Individual guidance • Social work 42



Careers in design—silversmith students at the Aldwyne way College of Design. See page 42.

The world of work was once kept firmly outside the classroom. Now teachers and employers meet and courses and national schemes promote understanding of their mutual concerns.

## The tide is turning

By Catherine Aven

Readers of this journal do not need reminding that one of the four main items in the great debate is the school role in preparing pupils for working life. Careers advisers may perhaps be forgiven for a slightly cynical reaction to this groundswell of interest to the world of work. They remember the days when vocational studies were frowned upon by many schools and teachers, and they are not alone in being tempted to look back at Saturday and holiday jobs taken by their pupils. Then any suggestion that the demands of industry and commerce might be allowed to influence the curriculum was almost considered a betrayal of the basic purposes of education.

It is well over 10 years since the old scheme for work observation and experience for teachers and school teachers was launched yet it still attracts relatively small numbers. Individual schools have in some cases started their own schemes, but in general there has been little demand for this type of in-service extra-curricular experience.

The tide is turning, however. Groups of teachers are now eagerly attending meetings with local employers to discuss topics of mutual interest and concern. There is a belief that the Manpower Services Commission has the funds which might be used to help schools and colleges bridge the gap between education and work.

Small experiments between school staffs and local industry have supplemented the normal work of teachers and officers. Linked courses with colleges of further education are not new, but the more they are expected to be a bridge between the two institutions, the more they are expected to be a bridge between the two institutions.

They see such courses as the answer to a problem which has been exacerbated by the present high unemployment.

Most notable of recent developments are the national schemes to promote greater mutual understanding between teachers, pupils and the employer who are the consumers of education's products.

The Schools Council Industry Project (not to be confused with the Council's Careers Education Project) has got under way with pilot projects in selected areas, while a regional network is being established by the CBI's Understanding British Industry scheme. (Some of its well-wishers feel it should have been called Understanding the British Economy to avoid the impression that it is limited to industry and is part of careers education, rather than being about about the way the nation earns its living.)

From the Midlands comes material for an "Understanding Industrial Society" course designed to stimulate examination candidates through an original approach to social studies. It deserves widespread circulation.

The National Institute of Careers Education Counselling has been working on an appropriate form of classroom careers education for teachers in areas of high youth unemployment and such organizations as Young Enterprise and Project Trident provide valuable injections of working realism into schools able to take advantage of the opportunity.

As part of the movement to show challenge of a career in industry and commerce, the Industrial Society has developed its Challenge

continued on page 32

## A day at the fair

By Margaret Harrison

"Is it true that working to television is bad for family life?" "I've always wanted to be a journalist, but don't like writing." "How can I find out the name of the editor of The Guardian?"

Questions and statements were flung at me non-stop from 11 am to 4 pm during the recent Careers Fair at Birmingham University. All second and final year students (except medical and dental) were notified individually, although everyone was welcome to go along. Altogether more than 1,600 inquiries were dealt with.

I was there because I had volunteered in that about journalism-television-radiation. The brief was to try to give the students the flavour of the job. We were not expected to provide hard facts on qualifications, where to apply, etc., as the University's Careers Service provides that kind of information.

The 120 volunteers, most of us Birmingham graduates, were recruited to cover 39 main work areas. These ranged from accountancy and administration to civil engineering and careers advisory work.

Related topics were grouped to be near each other. Thus while our table covered the media, with three of us to service it, our neighbours were dealing with public relations and advertising. Computers (in heavily staffed areas) and business consultancy were on the other side of the room.

Students were free to wander up to any table and sit down for a chat.

The fair is organized by the University's Guild of Graduates in conjunction with the Careers Service and Guild of Students.

"We deliberately keep the organization informal as this seems to be the key to its success," says Roy Betteridge, an actuary, who is chairman of the Fair Committee. "If we developed the idea on a larger scale, most of its benefit would be lost."

The advantage is that students are able to come and get a general idea of the jobs rather than detailed information. In fact the Careers Service now relies on the fair to complement its own work. The flavour of our jobs certainly proved to be the thing the students wanted to know about, even if they invariably began by asking "How do I get in?" The success of the fair undoubtedly lies in the personal tips we were able to pass on. Significantly it was the television side of my work areas which attracted nearly all the questions. In the outside it is a glamorous field, but with a reputation for being difficult to break into.

Invariably I had to stress the importance of doing homework. It was shattering how few had thought out any practical steps in the required direction. Perhaps this explains why so many graduates drift into jobs which happen to turn up; in my day nearly all women arts graduates seemed to end up as teachers.

Local radio stations, both BBC and commercial, now offer enormous scope to those wanting to get a foot inside the broadcasting floor. Yet few had endeavoured to make contact with one.

I also suggested that they might write to the producers of the programmes which most interested

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## Exercises in Careers Education

Principles and Practice By David Cleaton with Teachers' Notes edited by Ray Heppell. A series of exercises for pupils in groups consisting of a teacher's section setting out the aim, resources and preparation needed and the method; pupils section consists of duplicatable worksheets. The Exercises are bound in a durable PVC ring binder.

## Further Exercises in Careers Education

Follow-up exercises presented in the same format as above, and designed to extend the themes of the original exercises: (job knowledge, awareness of others; self-assessment, the community, etc.).

Suitable for pupils of 14 upwards. Price: Exercises and ring binder £4.95 plus £1.00 postage and packing. Further Exercises £4.50 plus 80p postage and packing. Complete pack of Exercises, Further Exercises and ring binder £8.95 plus £1.00 postage and packing.

## Winning Your Place at University and Polytechnic

Degree Course Offers 1978/79

By Brian Heap

Gives tabulated lists of the offers made to candidates for over 200 degree courses; also includes admissions policies of the various institutions and comments on procedures by the applicants themselves. The Press Companion: "The invaluable handbook produced by Brian Heap... helps sixth formers to make realistic choices, in consultation with school staff..." (The Guardian). Paperback edition: £3.80 plus 80p postage and packing.

Careers Consultants Ltd., 12-14 Hill Rise, Richmond, Surrey TW9 1BU. Also see page 3.

careers consultants







Last year for 211 vacancies at London Transport's Engineering Training Centre, 3,600 applications were received. D. L. Mitchell explains the selection procedures carried out to find

## The pick of the bunch

London Transport offers careers for school-leavers covering a wide range of opportunities, including bus and train operation, engineering and administration.

The Engineering Apprenticeship Training Centre at Acton is the 200 place "off the job" training establishment for all London Transport's engineering apprentices. The practical training given is supplemented by attendance at a local college of further education following appropriate City and Guilds or TEC courses.

The centre is responsible for the recruitment, pre-selection testing and initial interviewing of school-leavers for three types of training: Garage trainee: A two-year training course leading to becoming a bus mechanic. About 36 are recruited each year.

Electrical apprenticeship: A four-year apprenticeship in one of the four main engineering departments. These apprenticeships are in a variety of trades including electrical, mechanical, fitting, machining, fabrication, welding and vehicle building. About 135 are recruited.

Trainee technician: A four-year apprenticeship in the Signal Department to provide technicians who are involved in the installation and maintenance of highly complicated electronically controlled signalling devices. About 40 are recruited.

For these 211 vacancies in the 1977 recruitment more than 3,600 applications were received. To contain this high level of applications an initial pre-selection is carried out by the centre staff.

Applications are received from prospective candidates in quantity between September and March in

their final year at school. These are dealt with in strict date order. The training centre staff preselect these by testing and interviewing using the criteria: use of applicant; home address (ability to reach his/her probable places of work); need to be studying for suitable GCE or CSE subjects (this requirement varies for the different areas of opportunity); presentation of the application form in terms of literacy.

Of these the only one that needs explanation is the need to be studying for a suitable exam. As a generalization, it is felt that a young person who does not have sufficient initiative to take any exams is unlikely to be motivated enough to succeed in engineering. In addition, one of the tests outlined below is concerned with numeracy and a young person not studying for either maths or a science subject has little hope of success in this test.

In the third place entrance to an apprenticeship is pitched at about CSE grade 3, and for a trainee technician a minimum of three GCE O levels or equivalent is required.

After this preselection, the remaining applicants are invited to attend for preselection tests and first interviews. For engineering apprentices and garage trainees two tests are used—Verbal Reasoning and the Bennett mechanical comprehension test. In addition, the NFER senior maths test is used for trainee technicians.

These provide a simple go/no-go situation—those who fail any test do not go forward for the final interview.

The Verbal Reasoning test provides a measure of numeracy. It is necessary, first, because the



In the trainee workshops at the London Transport's Engineering Centre at Acton.

training of mechanics, craftsmen and technicians is combined with a course of further education at one of the local colleges. It is essential to ascertain that an applicant is able to cope with the level of maths encountered on these courses.

One of the ways in which the post mark on this test has been set is by finding the minimum level at which no remedial maths is required either at the college or the centre.

Second, a fair degree of maths is inherent within the trades. This has been clearly documented by the University of Nottingham, Shell Centre for Mathematical Education, in their Illustrated guide: *Basic Skills in Mathematics for Engineering*.

The NFER senior mathematics test used for trainee technicians serves the same purposes as the Verbal Reasoning test, but at a higher level. Both tests have been found to be reasonable predictors of CSE-GCE results.

The Bennett mechanical comprehension test has been well proven in industry, and because of a young person's aptitude for practical work, London Transport's experience has confirmed this.

All candidates who are tested are

also given a first interview. Those who have failed any of the tests are told that they are not successful in their application and why. In the case of the maths tests, those who fail are shown their papers and given the opportunity to discuss their answers.

Those who have passed are interviewed and selected for final interview on this criteria: Do they want an apprenticeship? Applications are sometimes dictated by parents' wishes rather than the applicant's interest.

Are they applying for the trade they want? Many would-be painters and decorators apply for coach painter trades, for example. Are they prepared to follow a course of further education? Standard of their school report with some emphasis on attendance and timekeeping.

General presentation at the inter-

view—appearance, expression and attitude—background—interests—hobbies, sports, etc.

The Engineering Apprenticeship Training Centre completes its recruitment responsibility after the pre-selection interview. The final interview is carried out by the department in which the applicant will be employed. Each will select from the candidates offered the number it requires.

In common with the practice of most major companies, the final hurdle an applicant has to pass is a medical examination. For those intending to be trainee technicians an additional requirement is good eyesight (colour blindness is not acceptable). This is for safety reasons when working on the railway track.

D. L. Mitchell is Engineering Training Manager for London Transport.



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Guidance can no longer be confined to what a child can and cannot do, but must also contain against hasty and ill-considered first steps. Accepting a job or training programme because it seems to be the only prospect on the horizon then have the task of forcing pupils to consider realistically what they need and want from a job and what skills they can bring to it.

The Job Quiz Book and *Decide for Yourself* are specially designed to meet the needs of pupil and adviser in this task. The quiz book presents the pupil with a series of puzzles designed to encourage fourth and fifth formers to learn what a wide range of jobs entail. Almost 400 occupations of all types are included and the quizzes are designed to be suitable for use with pupils of low ability without running the risk of boring the brighter classmates.

More useful but less suitable for low ability groups is *Decide for Yourself*, which consists of teacher notes, a classbook explaining the various stages of self-examination

to the pupil and a workbook in which the pupil answers a series of questionnaires with the aim of providing a composite record of individual likes and dislikes, strengths and weaknesses.

Pupils are invited to examine the outside influences likely to affect their choice of job, to identify personal values and needs as they relate to work and to link qualifications, academic and otherwise, to job requirements. Lively cartoons and realistic case histories help to bring the whole process into focus.

Your Choice at Fifteen Plus is perhaps the most useful edition in this CRAC series, simply because this is the stage at which career choice is most complicated. Going on to the sixth form, part or full-time further education of all kinds and straight job choice are all discussed with the help of simple diagrams and case histories.

The pupil who avoids being put off by the rather encyclopaedic opening instructions on how to use the book, (which include cautions against mistaking it for a novel and instructions to read the first section first) will find a readable guide through the labyrinth of qualifications and entry requirements for careers and courses of further

study. Especially useful in this respect are the outlines of what pupils can do with qualifications they are taking and how they may have to alter or add to them.

Schools Careers and the Community is based on a study by the National Institute for Careers Education and Counselling which looks into the organization of careers education in a national representative sample of schools in England and Wales. Aimed at those who carry out and organize careers work, this book is useful to all guidance, this book is useful to all guidance, this book is useful to all guidance.

Hardly a breath of fresh air escaped from any of these publications in fact, but all are sound guides to good careers practice and all share two qualities rarely found in careers literature—brevity and simplicity.

Sheila Hart

## Schools Council Careers Education and Guidance Project

John Storey describes the overall aims of the Project and the classroom materials designed to realize them.

I recently watched a careers lesson on interview techniques. A group of 30 fifteen-year-olds were involved in trying to "beat the interviewer". During a previous lesson each member of the group had completed an application form for a job in an engineering factory. Now a careers officer, played an unsympathetic, aggressive personnel officer selecting school leavers for apprenticeships. Application forms were chosen at random and 12 pupils were interviewed while their classmates watched. The pupils were asked to answer questions on dress, speech and the ability to survive the experience in one piece.

It was extremely entertaining. The interviewer was suitably cynical and unapologetically funny and judging from their reactions, the pupils also found the experience enjoyable and interesting. They learnt that the "beat the interviewer" you need to be tidy, speak clearly and answer all the questions correctly. You also need to rehearse some polite questions about factory routine, hours of buses and wages, but must avoid asking leading questions concerning wages, holidays or unions.

Enjoyable, funny, exciting—but, I am sure, limited and misleading. As well as acquiring skills for surviving an interview, would it not also be valuable if the interviewees were helped to find out more about themselves? How many employers would not welcome an applicant who was open, confident and sufficiently aware to ask genuine questions about the implications of taking the job? Even at times of high unemployment, with fierce competition for jobs, would not young people be encouraged to use an interview to evaluate the job?

The lesson I saw could have incorporated all these points. It could have asked the group to consider the implications of taking the job, and to prepare, even in a small way, the pupils' skills of involvement and participation. These points could no doubt be made about careers lessons in many schools despite the fact that during the past six years "careers" as a subject has been almost completely eradicated. Most schools now devote time for careers in the fifth, fourth and fifth year curriculum. A wide range of teaching methods is used and there is a great deal of material available generally for teachers and pupils.

However, consideration of the reasons why careers lessons are not

the timetable has not been developed to the same extent. When asked the intentions of careers lessons, teachers usually answer: "to help young people find a job" or "to help pupils fit into the world of work". Some teachers feel it is not necessary to talk about aims and intentions, they say, will automatically bring a better understanding of why they do it.

And such individual classroom activities may lead in the long run to confused and unhappy young people. The Schools Council Careers Education and Guidance Project is clear about its overall aim. It wants to help young people understand work and how it affects their lives and it wants to help them build the skills necessary to contribute positively and responsibly when at work.

There is more to understanding work than simply absorbing facts about jobs, entry qualifications, work locations and wage rates. The organizations of work in our society affects people's behaviour, life styles, relationships and aspirations. The project therefore devised means of introducing pupils to work as a curriculum subject.

To assist teachers in understanding and developing these aims, the project produced this draft manual.

● Framework, the Foundation course, for 11 to 14-year-olds encourages pupils to examine work in their own community. These local investigations help pupils develop an awareness of their own strengths, weaknesses and ambitions. The material helps them gain confidence in relating to others and also in making and taking personal decisions.

● Work out, for 15 to 16-year-olds, enables pupils to anticipate a variety of jobs likely to be encountered after the fifth year. Pupils build skills for coping with the transition from school to a job or from school to further study. Pupils are encouraged to develop such skills as they require a deeper, preparatory understanding of work and how it affects every part of their lives.

● Work 2, for 14 to 15-year-olds, is the preparatory course for "work out". Its aim is to help pupils understand how work shapes their lives and it encourages them to develop the will to participate actively in work.

John Storey is a former careers officer and is now a member of the project's steering committee.

Each course is provided with a set of lesson notes describing how the materials can be used in the classroom. The materials suggested in the teachers' guide are participatory; they include discussions, role-plays, simulations, personal investigations and surveys outside school. They are designed to stimulate open-ended inquiries, motivating pupils to find out rather than wait to be told.

During the trials it was found that these methods not only facilitated a high degree of commitment and involvement on the part of the pupils but they also helped them to develop confidence to act and think for themselves while exploring the opinions and values of others.

The trials of the materials were extensive: more than 300 schools and colleges throughout the United Kingdom were involved at one or more stages. The evaluation results revealed that teachers were enthusiastic about the approach; their constructive criticisms were extremely valuable in the final revision.

The project's third, fourth and fifth year materials are being published under the series title "Work" by Longman. The third year course—Work Part 1—Framework—is already published. It consists of a teacher's guide, eight newspapers for pupils, Framework Part 1 and 32 worksheets for pupils. The fourth year course—Work Part 2—will be published in May. It is made up of a teachers' guide and eight magazines for pupils.

The probable publication date for the fifth year materials—Work Part 3—is summer 1979. It consists in total of a Teacher's Guide and seven booklets for pupils. John Storey was formerly co-director, Schools Council Careers Education and Guidance Project.

### 2 C. J. Ball and P. V. Saxton on the participation of industry in the Project

For years, some employers have been generous in their criticism of schools for the apparent fall in standards of academic and vocational skills, as well as the stresses and problems.

In a changing society in which unemployment unfortunately plays a prominent part, it is all the more important that pupils should develop their academic, social and physical skills as much as possible. This requires a degree of motivation and commitment at school which is not achieved solely by periodical lectures from teachers.

The emphasis on role play and group activities in the fifth and sixth year materials aim to stimulate the shy and retiring pupils, while external exercises bring all pupils into contact with the wider world and help them to see themselves within the context of adult life. It should be emphasized that these materials are directed at the development of a mature view of society, posing moral problems as well as problems of self-knowledge, and trying to imbue in the pupils a willingness to think about the principles rather than react from attitudes which may prevail in the school or in the home.

Emphatically these are not recruitment materials, but materials which should help the potential employer to make a better presentation of individual talents and capabilities at a time when these are more than over necessary.

By starting in the third year when decisions between arts and sciences have not yet been taken, it should be possible to keep options open for

longer. The materials indicate that make three or four changes in only in jobs but in careers. The pupils of today may have to within a career. It is necessary that they should be adaptable, both as future employees, and as the citizens of tomorrow with a valuable contribution to make.

It is with these thoughts in mind that the industry has been involved in the development of these materials so that they may be factual and not over-exaggerate situations which could promote misunderstanding and even conflict. The project attempts to take into schools a better understanding of the problems of daily life in whatever sector of the community pupils may find employment and should, we hope, lead to a participation in the work of the community growing up with them in their work and in society.

As industrial members of the project's consultative committee we have been extremely impressed by the high level of creativity demonstrated by the project team and their undoubted devotion to the task. This has been an exercise in co-operation between industry and education which we hope will develop into a constructive partnership.

Mr C. J. Ball is manager, educational liaison of British Petroleum. Mr P. V. Saxton is secretary (technical) of the Chartered Insurance Institute. Both are members of the project consultative committee.



## Just the job

Ronnie Sampson describes a new tape-slide careers guidance package from South Yorkshire

A job, any job, has come to be something of a luxury for many school-leavers. In the struggle to secure the relatively few jobs available ideas of looking for a suitable career have tended to be of secondary importance.

It is a strange time, perhaps, to produce a careers guidance package for schools which emphasizes the need for a school-leaver to look around for a job which is compatible with his or her aptitudes, interests and aspirations. Yet, such a package has just been produced by South Yorkshire, an area where young people form a considerable percentage of the unemployment.

What makes this particular careers guide even more intriguing is that it specifically sets out to explore the opportunities available in a single locality—in this instance Barnsley. It is not a guide to occupations in general, but those directly related to Barnsley, its links with the coal industry, but one which, as the package shows, is the home of a variety of types of

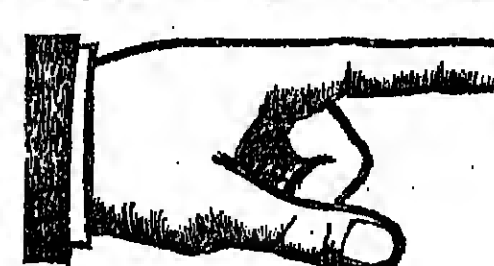
employment, ranging from the production of cricket bats to black-puddings.

The package, which is basically in the form of a slide-tape presentation, came about as the result of a fortuitous meeting between the county employment promotion officer, a local careers officer who was looking for photographs of local industry and a careers teacher looking for a localized teaching aid which could fill the gap left by notoriously distributed careers information.

The resulting cooperative effort led to the production of the slide-tape sequence. This is centred on two school-leavers, considering their prospects in the outside world and in commentaries, who offers encouragement and advice on local opportunities. The commentator emphasizes the many points which need to be considered when choosing a career, and shows the two youngsters—a girl and a boy—that there are more types of

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Nelson





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The closing sequence of slides shows some of the more unusual occupations in the Ramsley area, and the school-leavers are left to try and identify the jobs portrayed. Music and cartoons are used to supplement the dialogue and photographic slides and the commentary is such that slides can be interchanged to make the production relate to different geographical areas. A booklet is included with the tape-slide presentation to assist the careers teacher.

Various jobs are looked at in terms of working conditions, prospects and training, life styles, human contact and benefits and rewards, and the commentary details such considerations as the relative advantages and disadvantages of indoor and outdoor occupations or static jobs and those entailing travel.

Recognizing the importance of further involvement for the pupils to whom the presentation will be shown, the package includes suggestions for follow-up exercises

such as group discussions, surveys of local firms and further investigation of a particular job.

A slide-unit format was chosen for the project because it enabled the subject to be tackled in an interesting and entertaining way, while utilising equipment to which most schools have access—a slide projector, screen and cassette player. The use of slides also means that the programme can be quickly and cheaply adapted to relate to any area.

Barusley's principal careers officer, Mr Les Smart, said: "It really is important, particularly in today's circumstances of high unemployment, that young people change their jobs carefully. Job dissatisfaction soon leads to poor productivity and employers then get a biased opinion of young people. Young persons leaving jobs because of finding that they have made a wrong choice can also find themselves 'branded' as job-changers and may find it particularly difficult to obtain employment in the future. It is essential that school-leavers know as much as possible about jobs they are considering and this new approach will be a great help in this respect."

Anyone who thought that legislation would do more than begin to pave the way towards equality in career terms has been sadly disappointed...

## Not for ordinary girls

By Ruth Miller

Sex discrimination legislation on its own cannot achieve much in career terms, without changes in girls' education, career images and aspirations. Yet "careers" is not one of the Equal Opportunity Commission's 14 Priorities. Neither in the EOC's now sadly depleted education nor in its employment department is there anyone whose specific job it is to liaise with careers advisers and schools, let alone anyone who resources women's career choices or such matters as the continuing inequality in pay-relations. As one careers officer put it: "Expecting job equality without first involving our students and pupils which have girls' opinions and career paths is like leaving the cart to move without the horse."

The Sex Discrimination Act stipulates that generally (there are some exceptions) the sexes must be treated equally in education, provision, recruitment, training, promotion. The Act also defines two discrimination "sub-divisions", which are relevant to careers work: *Indirect discrimination*, which means applying conditions which favour one sex but which are not justified. For example many advertisements for messengers more often than in the past now say something about "some heavy carrying involved". Careers officers find it difficult to get girls even to apply for this kind of job.

Higher up the pecking order, some job advertisements for sales representatives say something like "travelling may involve overnight stays in primitive conditions". In one case, a woman graduate did apply for a job so advertised. The personnel manager was impressed with her initiative, she got the job—and an admission that in fact the only "primitive overnight stay" was in a country entirely covered by another member of the sales force! Indirect discrimination in promotion is even more difficult to pin down than in first jobs: the EOC is going to tackle this tricky area with more determination this year.

The SDA also permits *Positive discrimination* in training (not recruitment) in areas where one sex is at present badly under-represented. This provision has so far been used disproportionately little, though without special training girls' opportunities in get up the ladder are pretty unequal. It is all wrong to pretend that there aren't enough employers out there aren't enough girls coming forward; girls find they haven't the qualification and/or the opportunities. At the moment, only two positive-discrimination schemes of any size are operating, and both of those have had great difficulty finding enough applicants.

The Engineering Industry Training Board's Scholarship Scheme for girl technicians is now in its third year; each recruiting three now, there is a shortage of applicants.

By the time girls start school, at

least secondary school, choice/age, they are clear stereotypes. Or else how do explain the fact that there have been virtually no change in the balance of O level? For example, boys 61 per cent, girls 39 per cent; physics: boys 61 per cent, girls 39 per cent; mathematics: boys 61 per cent, girls 39 per cent; biology: boys 61 per cent, girls 39 per cent. This is why early careers advice is so important—girls tend to close so many options at an early stage. At the end of this month the curriculum test case will be decided before a County Council (where education is decided after complaints are decided after the Education Secretary has satisfactorily solved). The decision is being brought by the EOC, is a vital part of the Act, by "equal provision" and whether the Act needs doing. Some heads maintain it is alright to channel girls in say, careers, while the boys are more practical subjects like metal work, as long as the parents write and ask for their daughters to do metalwork. Some parents are unwilling to do so. It is plain that only girls or boys whose parents are determined enough to write, should have equal options.

This situation compounds a job which is often overlooked and simplified. Many jobs and subjects which ordinary people choose without needing labels of confidence, require initiative and confidence in girls, thus making a mockery of the simple equal opportunity concept. The girl who is able to differ from her peer group in technical drawing, based on her own studies when the school is expensively equipped to provide her for the traditional jobs, has to be by her own initiative, rather than by a "mandatory" when choosing a "mandatory" boy's job like the army. She has to be confident in her own ability, and even if she is not, she must be confident in the ability of her peers. It makes an equal in the end, even for ordinary boys' jobs, at the moment still have to be "unordinary".

This is the main reason why careers education to be effective, covering sex roles, science, arts, present and future styles, must be a social attitude to society, is a social value. If equal opportunity is to have any real meaning.



The Birmingham professions have tended to attract girls rather than boys. Optics is of course, vital to both sexes. Training and opportunities are described overleaf. This optician is measuring the angle of vision.

## Advice in the private sector

R. F. B. Campbell describes the work of the Independent Schools Careers Organization

During the past 10 years there have been important developments and significant progress in careers guidance in independent schools. In 1973 the Public Schools Appointments Bureau changed its title to Independent Schools Careers Organization in order to broaden the base on which this development could be built. It now has 231 member schools, of which 25 are girls' schools and 206 are co-ed schools, and there are more than 32,000 girls and 3,000 boys in the sixth forms of our schools.

In 1968 we were asked by the Committee of the Headmasters' Conference to strengthen our service to boys and girls to recognize and build more confidently on their increasing knowledge of their capacities and the possibilities of the outside world, and finally, to enable parents to become fully involved in supporting the occupational choice which has in some cases to be made by their children.

The first step was to strengthen the regional organization. After two valuable arrangement studies had been undertaken, it was decided to move the headquarters and administration to Cambridge and to establish a central and regional secretaries, each one responsible for 25-30 schools. Those who have varied backgrounds both academic and industrial, have been named by Professor Alice Rodger in the administration of tests, and they can be expected to visit each school at least once a term.

In the schools, careers advice is normally given by a careers adviser or a team of two or more. Some of these have professional guidance qualifications, others have come in from the world of industry and will have attended ISCO training courses—about 130 each year for the past five years. Some schools have arranged for housemasters and tutors to give careers advice in their pastoral care in attention to these courses. Regular programmes of conferences and attachments to industry is arranged, and each school receives copies of our *Young Careers Bulletin* and the *Handbook From Learning to Earning*.

Regular regional meetings between careers advisers have encouraged schools to develop their own careers centres or committees and to share facilities available to staff as well as pupils. The Cambridge Company Annual Events for Careers Advisers, which have been a tremendous management. There is a close personal link between the regional secretaries and the schools, and this means that there is of considerable importance in developing our service.

Many schools are running their own courses and "challenge of management" conferences with the help of their old boys and parents. As a result local industrial links and sponsorships have been developed. These encourage industry to have a much deeper interest and to give real and recognizable support to careers work in the schools.

In 1969 we started using tests of ability and interest questionnaires for our careers guidance scheme. It has been found to be a realistic and valuable way of helping girls to relate the world to their own personal resources and to their own interests. Professor Rodger and our staff trained by him we have the 14 battery of tests and our own own interest questionnaires based on the work of the Cambridge Company. Testing is carried out centrally; and regular samplings have been made accurate norms, and the interpretation of the test results is carried out in the schools by those who have personal knowledge of the student. In 1969, 10 schools the tests; 160 in 1971; and in 211 of our schools used 14,755 pupils were tested in 1971.

Corollary to this is the development of work experience in those which has been encouraged by ISCO, and these have encouraged schools to have their local industrial links and sponsorships encouraged, at school and where

required after a boy or girl has left school and the age of 23.

There is a significant use made of ISCO's appointments service by boys and girls who have left school. We try to encourage on a permanent and pre-emptive basis a continuous development through methodical exploration.

Parents have involved themselves strongly with our work: they realize that adult identity is frequently hazy with occupational choice. A survey in 1976, Manchester and Bristol, showed that in rating the top five criteria to be considered in the choice of school good vocational guidance was placed equal first in Manchester and third in Bristol.

About 32,000 parents have enrolled since 1973 on our parents' participation scheme and, of these, 14,000 regularly receive our *Careers Bulletin* each term. The Government Careers and Occupational Information Centre is reprinting a number of our articles and these are distributed to all senior schools. Sidney Smith in 1893 said that "the life of a parent is the life of a gambler", and we

think that ISCO can help to short-cut the odds.

ISCO is fortunate in its council, on which heads, school governors, industry and commerce and the Services are strongly represented, and the direction and encouragement given by its president and chairman to the work of building a visible bridge between education and industry is obviously vitally important.

Over the past 10 years our annual Survey of Intentions of Leavers, based on 12,000 each year, has consistently shown the first three choices as being engineering, science and economics and business studies. Our links with employers have always been strong—witness the 1978 conference at the City University, where 150 representatives from schools and 60 from industry and commerce met for three days to discuss the needs of industry and the links that could be developed with schools.

More than 60 per cent of the students in our member schools go on to further higher education and so our work obviously is closely connected with the Association of Graduate Careers Advisory Ser-

vices. The Standing Conference of Employers of Graduates, The Institute of Careers Officers and the Careers Advisory Service. The director is a member of the AGCAS Schools Liaison Committee and of SCDEG.

Membership of ISCO is increasing: we have three member schools on the Continent. Our special strength lies in the close personal relationship which has been built

up between ISCO, schools and parents. Without the dedicated work of school careers advisers and the active and informed encouragement of heads little progress would have been possible in this really important part of the education and development of boys and girls in our schools.

R. F. B. Campbell has recently retired as director of the Independent Schools Careers Organization.



These two cartoons come from "Hah!" by Barbara Peterson (Kestrel Books £3.75, Penguin Pencil £1.00). Written for anyone starting out in life on their own away from home, it offers sensible advice on almost every contingency from finding somewhere to live, coping with day to day household tasks—shopping, cleaning, changing your job, finance, friendship and sex, holidays, drugs etc. etc.

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## WORK

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## Learning about orthoptics

Pamela Dowler explains the work of this para-medical profession

Orthoptics is a branch of ophthalmology which is concerned with the study of defects of binocular vision, ocular posture and ocular movement. It is also the name given to the para-medical profession whose members (orthoptists) work with ophthalmologists in the investigation, diagnosis and treatment of these defects.

In the child, the most obvious sign of defective binocular vision is the deviation of one or either eye known as squint, but the orthoptist treats patients of all ages, suffering from many different conditions affecting the use of the two eyes together.

The work is both diagnostic and therapeutic, requiring the use of special instruments and equipment of varying sophistication, as well as a sound knowledge of and interest in anatomy, physiology, neurology and clinical ophthalmology.

Two ability to inspire confidence and concentration in young children receiving re-educative exercises

demands patience, understanding, imagination and a sense of humour. The orthoptist must also gain the confidence and complete cooperation of the parents to get the maximum benefit from treatment in the clinic and home.

Many adults have problems with binocular vision. Certain types of eyestrain, headaches, double or blurred vision, and difficulty in adjusting to new or changed glasses can be relieved by orthoptic treatment. However, similar symptoms can be indicative of cerebral tumour, vascular disease or trauma of the cranial nerves which supply the eye muscles. Diseases such as thyroid dysfunction and multiple sclerosis can give rise to symptoms related to ocular muscle imbalance. Regular orthoptic evaluation and monitoring is required in all such cases.

This diagnostic aspect of the work is one of great importance and responsibility. It is often the orthoptist who first detects changes in the patient's condition, and who is

frequently in a position to get valuable information during the course of unaided diagnostic sessions, in conversation. Her support, reassurance, sympathetic understanding and practical help can do much to maintain the patient's morale.

Indeed, it is the one-to-one relationship in all aspects of orthoptics and the close cooperation between patient and therapist which develops certain attributes of the orthoptist: warm personality, an understanding of social, economic and emotional problems, a desire to help people of all ages and the projection of a caring, sympathetic attitude. It has been suggested that an interest in solving crossword puzzles is a desirable feature in the would-be orthoptist—thought that merits consideration!

The minimum age at entry to training is 17, but some training schools require students to be at least 18 at entry. Minimum educational qualification is the General Certificate of Education, with Certificate of Education, with at least five academic subjects with grades A, B or C, and passes at A level in two academic subjects.

The subjects offered or least to O level must include English language, mathematics and one basic science. Since personal qualities are important, schools interview students before accepting them for training.

After a three-year course of full-time training in the orthoptical school of an ophthalmic or general hospital, candidates who pass the final examination of the British Orthoptical Council are granted a diploma and may use the designation DBO.

During the three-months introductory course leading to the preliminary exam, students study general anatomy, physiology and normal child development. The syllabus for the intermediate examination covers anatomy and physiology of the eye, orbit and brain; optics and elementary orthoptics, the subjects for the final exam are general ophthalmology and orthoptics.

At all stages of training, students spend much of their time working in the orthoptical department of their own or other hospitals, learning clinical procedures and the management of a department. They have to watch a number of eye operations and attend eye outpatients clinics.

The British Orthoptical Council provides two additional qualifica-

tions. After one year of full-time clinical practice, orthoptists may sit for the demonstrator's certificate—DBO (D) and are then eligible for a further two year in-service course in a training school in preparation for the teacher's exam and certificate—DBO (T).

Employment opportunities are good, although mobility is an important factor in that it is not always possible to find a post in a particular area immediately. Orthoptists are employed in ophthalmic hospitals, children's hospitals, general hospitals and in school, welfare and community health clinics.

Most of the openings are in the National Health Service, but some orthoptists work with ophthalmic surgeons in private practice. Status registration by the Orthoptists' Supplementary in Medicine is a prerequisite to employment in the health services in the United Kingdom. There is a demand for British trained orthoptists in some overseas countries.

Many appointments are on a part-time basis, so providing opportunities for married women who do not wish to work full-time. Alternatively, an orthoptist can combine part-time work in several clinics, or combine hospital or school clinic work with private practice.

Horizons are widening and there is scope for work beyond the confines of the orthoptical clinic. New and challenging fields are opening up. In paediatric assessment centres for handicapped children, orthoptists are working with physiotherapists, speech and occupational therapists, so that together they can collate the necessary data which will provide a total picture of the child's disabilities.

In the specialized field of glaucoma the orthoptist who has been trained for the purpose can relieve the ophthalmologist of much routine investigation. There are opportunities for involvement in research projects, in setting up new schemes and in writing for the professional press. Orthoptists are frequently asked to take part in careers conventions and to give talks on the profession to schools and colleges. Above all, there is increasing interest in area screening.

It is not always realised that a constant squint causes rapid deterioration of sight in that eye; that loss of vision can also occur if there is

a difference in refraction between the two eyes, even though there is an obvious squint to direct attention; that small, intermittent, occasional squint may be a precursor of the more serious effects. The greater the delay in obtaining advice and treatment, the more formidable are the barriers to a perfect cure.

A nation-wide screening programme of all children through the pre-school years would catch such cases as early as possible. The orthoptist is well equipped to assess visual function even in very young children. It is her proud boast that a child is too young for orthoptical examination.

In the knowledge that prevention is better than cure, and encouraged by the gratifying results in the programme, the orthoptist is expected that this service will become more widespread at the expense of preventive care is increasingly implemented.

As in all para-medical professions there is an acute shortage of teachers and this present shortage in applications to training schools can only stimulate an even greater demand. Orthoptists who are interested in teaching and who are prepared to take the necessary examinations have good prospects of promotion to the top of the profession. Those holding a teaching or demonstrator's certificate may work in training schools where they divide their time between clinical work and teaching students. Those with the DBO and administrative ability will become heads of training schools.

Although traditionally the profession has been almost exclusively for women, the recently raised salary structure is beginning to attract male applicants to the training schools. Students with high academic standards who have been unsuccessful in gaining admission to medical or dental colleges, or who have been discouraged from the teaching profession because of their centricity, are turning more and more to the para-medical profession. Such candidates can find orthoptics a stimulating and satisfying alternative.

Further information from: The British Orthoptical Society, 100, Chapel Road, Manchester M14 9SL.

Further information from: The British Orthoptical Society, 100, Chapel Road, Manchester M14 9SL.

## Education for an industrial society

by Donald Mack

The Great Debate has, for a long time, been a rather different one in Scotland than in England and Wales. However, the essential issues are much the same, although there is perhaps less need in Scotland for an emphasis on the importance of secondary education.

The essence of the debate is that the industrial base is the crucial factor in determining the quality of the education which our whole quality of life is ultimately dependent, yet the curriculum is not sufficiently sensitive to the importance of this factor. The curriculum is too much concerned with the preparation for life, education for the working life is inadequately covered; pupils know too little about the industrial and commercial sectors operating in our society, do not appreciate the importance of the industrial relations, the quality of investment, quality of production and economic efficiency.

There is a recurrent concern expressed in papers of varying hue that the curriculum is too basic, too narrow, too much concerned with the preparation for life, education for the working life is inadequately covered; pupils know too little about the industrial and commercial sectors operating in our society, do not appreciate the importance of the industrial relations, the quality of investment, quality of production and economic efficiency.

One approach which the PPC is pursuing is the preparation of modules, collectively known as Industrial Studies, which can be incorporated within traditional courses but which cumulatively might enable pupils to gain perceptions about the importance of industry: for example, the process of economic decision-making, the importance of continuity of production and honouring delivery dates; the importance of our whole economy of good industrial relations based on the active participation of all who work in industry; the role of science and technology as the basis of modern industry.

Another basic approach of the PPC is to initiate studies in traditional subject areas such as language, number, science, technology. Such studies will seek to map the nature of these subjects or processes and changes which might be made to equip pupils better to cope with the world of work. These studies are being jointly carried out on behalf of the PPC by educational and industrial interests. For example, it may be that the working world has a greater need for oral linguistic competence than we have realized, and this has implications for the teaching and learning styles in a number of subjects.

An important underlying element in the PPC's work is an emphasis on school-based development. At an early stage schools are being directly involved not just in the "piloting" of materials, but in critical assessment of the initial guidelines. Complementing the subject developments there are a number of practical studies, some already begun, others in the planning stage, which touch on such activities as work-experience, industrial relations, school-further education links, courses, secondments to and from education and industry.

A good deal of this is traditional ground: what is novel in the PPC's approach is that a particular activity, for example work-experience, may be integrated closely with the curriculum to provide a field studies element; and

Industry Liaison. The Project Planning Committee (PPC) comprises representatives of the educational and industrial sectors, both union and management. It seeks to operate through the existing curriculum development structure, national and regional; it is concerned with the whole range of secondary education.

The essence of the PPC strategy is that of pervading and permeating the curriculum, rather than the creation of a new "course" which will further burden the crowded curriculum. Hence existing curricula are subjected to intense scrutiny to see to what extent they can be adapted to enable pupils the better to understand the world which they are about to enter as young adults. The implication here is that the needs of the industrial society can be defined and that general education can be adapted to make it responsive to those needs and at the same time be intrinsically enhanced. Already a good many curricular areas contain material or approaches which, to some extent, are concerned with the needs of the industrial society or are designed to enable pupils to understand this.

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A good deal of this is traditional ground: what is novel in the PPC's approach is that a particular activity, for example work-experience, may be integrated closely with the curriculum to provide a field studies element; and

the PPC has begun to articulate its efforts with the project studies of regional authorities. Strathclyde Region, for example, has embarked on a project on industrial studies in relation to work-experience, and Glasgow Region is about to initiate a major new careers education programme.

All of this must, of course, take account of the existence in all Scottish secondary schools of a noted guidance staff providing a general guidance service in all pupils. It is normal to treat vocational, personal and curricular guidance in an integrated fashion; and while careers education permeates the curriculum, it may also be offered as a special programme emphasizing self-assessment and job-assessment to pupils in the final two years of compulsory education.

Some schools provide a time-tabled social education programme which affords guidance staff the opportunity to provide information in specific cases, bring in outside speakers and generate interest in pupils who are informed and prepared for their meetings with careers officers and employers.

Perhaps the general approach of the PPC can be encapsulated by reference to an EEC action project proposal prepared by Strathclyde Regional Council and in part derived from the PPC's strategy. The basic elements are curricular change and enrichment, an enhanced and systematized guidance input, constructive use of work experience in a curriculum context, a close association with further education, and the articulation of school and post-school experience; the whole exercise, while frankly school-based, will draw on local, regional and national curriculum development resources, and will be the result of collaboration between teachers and representatives of industry and the community. The above example, in which four Clydebank secondary schools will cooperate with Clydebank Technical College, illustrates a general tendency for the school-further education link to become more closely connected.

The aims of the Education for the Industrial Society Project are ambitious and the time-scale relatively short. There is, however, a plentiful context in Scotland following the publication in the autumn of 1977 of the Mann and Dunning reports on the secondary curriculum and assessment practices. These reports have already raised the level of educational debate and clarified the crucial issues; can an effective curriculum be evolved for all pupils which serves both their interests and the needs of a rapidly and unpredictably changing society?

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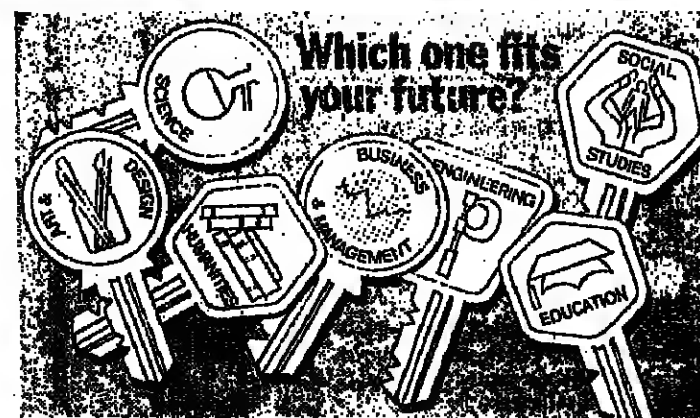
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A trained orthoptist examining the fixation of eye.

## Self-employed

Self-Employment by Rosemary Pettit  
Wildwood House, June, 1977. £4.95  
ISBN 0 7045 0238 0

"The most convincing reason for being self-employed has little to do with money and much more to do with how one chooses to live one's life," explains Rosemary Pettit, author of this anthology of case histories from people who decided to opt for being their own boss.

Clearly, if the income level of the self-employed people she describes are anything to go by, working for oneself is not a cheap calculation to improve the bank balance. Much hard work and determination is necessary. Rosemary is not spectacular in terms of earnings, but her personal satisfaction and the quality of her life as a self-employed person takes the precaution of gaining several years of a loving experience at an

employer's expense before taking the plunge.

A wide range of occupations is described, from bee-keeping and basketry to nursing and hairdressing. In the light of the current light of realism, Offspring though this undoubtedly is, there can be little doubt that realism is necessary at a time when unemployment may be leading many people with the requisite work experience into disaster-bound pipedreams of starting their own businesses.

Careers advisers, faced with starry-eyed unemployed art students who all want to be photographers, budding disc jockeys, and the like, could find this publication useful in administering the requisite note of caution straight from the horse's mouth.

On the other hand, it could also provide constructive advice for would-be hairdressers, plumbers or farmers who are prepared to work at gaining the necessary basic experience and determination to eventually go it alone.

There are also ideas here for people who want to use skills already acquired first as a basis for a comprehensive business plan, for example, using the chapter on sewing as a basis for a sewing service. This is a little service, but it is a service.

Selling, a field which encompasses more potential than any other, is covered amply in many various forms.

I did identify a few gaps in the bibliography and addresses listed at the end of the book, but, despite this, it provides a most useful source of information for anyone with an interest in self-employment or in merely searching for inspiration.

All in all, this was a most interesting and useful book, which managed to give a mix of practical and sensible caution.

Sheila



Instructor at the Rolls Royce training workshops at Coventry shows a student cutting a screwthread on a lathe.

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Students on the three-year Industrial Designing course at the Midway College of Design, the largest vocational centre in the country.

The Society of Industrial Artists and Designers is concerned about the careers of prospective art students. Sally Festing summarises its education officer's advice on

## Careers in design

Films, fashion, nostalgic, visually eye-catching, provocative or symbolic—every advertisement pitched exactly right: this is the world of graphics. Then you are always a service industry; although you may have a delusion of freedom you are, in fact, working for a client. Indeed this is true of almost any designing career—interior, industrial or fashion.

The message came over clearly at the Society of Industrial Artists and Designers annual "London" lectures, given through the I.A.D. career service to a theatre full of prospective art students.

Today the designer often works in a team and it must be able to comment and communicate, be aware of markets and production methods, familiar with research and as far as possible involve himself with a total production. The more they informed about life in general he is, the bigger his fund of knowledge and experience to draw on, the better equipped he will be, having an open mind to the whole world was the fashion expert's advice.

What personal qualities would they as employers deem important? A surprise, perhaps, for those who expected some sort of technical ability to have priority. Endurance and discipline were high on the list, ability to make an individual contribution, consideration, integrity, openness, honesty, reliability, commitment and an enquiring mind. Talent yes, but temperament first every time.

The rewards are difficult to estimate because the scope of design embraces everything from hat pins and familiar household objects to ocean liners, from life and death objects to fringe art. About 40 different categories of design are officially recognized although most shade into each other.

But it is certainly not all glamour, even in fashion. Twenty per cent excitement and 80 per cent hard slog were the proportions suggested, yet it is what you like to do, the great satisfaction and enjoyment and where the end products are beautiful or directly beneficial, it has its own gratifications.

On job opportunities the panel was optimistic. The society's records suggest that of all students who complete their courses successfully 75 per cent are doing relevant jobs within a short time of leaving college, and the fact that representatives from some areas of industry are out talent spotting and recruiting each year means that some careers may be fixed well in advance.

Domestic varies, said Mr James Holland, the society's education officer, and because designers are concerned with planning and shaping almost every aspect of our environment and the means by which we

communicate, it is difficult to get an overall view. Interior design has been through a sticky period since the general financial cutback because architects have not been asked for buildings, but this has been balanced by expansion elsewhere. All in all, for careers with a fair degree of creativity, design careers are favourably rated, say, theatre.

Fifteen years ago when the Diploma in Art and Design was instituted, the most popular option was fine art, followed by graphics, fashion and textiles, then three-dimensional product design. Until about ten years ago the situation was unchanged. Since then the proportions have become more realistic. There will always be a number doing fine art, most of whom will be employed in secondary or art school teaching, many practise in their own time but few actually live from their proceeds.

The best training is a good general education, Mr Holland emphasized. In the current sophisticated and competitive climate the nation of art's being an easy option for a slower student is long outdated although it tends to linger in the minds of students themselves. A small number from schools with special facilities go straight into art colleges but roughly 90 per cent take one or two-year foundation courses, a few of which are indifferent but the majority good.

They are essentially diagnostic, acquainting students with the hardware of art and design and helping them through varied experience to decide which skills they will develop at a more advanced level. Here again there are alternatives: either a degree (check for up-to-date details with CNAAs Directory of First Degree Courses available in careers offices, public libraries and from CNAAs, 344-345 Gray's Inn Road, London WC1X 8BP) or a vocational course.

A wide range of vocational courses ranges from quite junior regional ones such as printing skills for youngsters going into the Lancashire textile industry, to those equivalent to a slightly more practically oriented degree, a five-year honours degree in design. The latter are more on the drawing board, but certainly the best are at least comparable with the degree. Any of the 150 or so establishments that train art students can apply to the society for professional assessment of their courses and more than half do. This means that before leaving students themselves will also be professionally assessed, and after being interviewed by practising designers, the successful are free to become professional members of the society.

In 1964 when the system was

begun, of 27 candidates from three colleges, just over 50 per cent were accepted. This year 1,100 from 75 colleges were assessed and the success rate had increased to 80 per cent. If it can be taken as a fair guide, students are better equipped and the situation is healthy.

In association with the Society of Industrial Artists and Designers, the Design Council, 28 Haymarket, London SW1X 4SU, has published a register of centres and design courses in Britain with some information about resulting qualifications and entry requirements. £1.20 including postage on prepayment or £1.00 by mail.

## Learning about social work

By Gillian Thomas

"It was a real eye-opener. I'd seen programmes about vocation on television—but when I actually met one I just didn't know what to say. And there was the small owl all the cackroaches..."

This was the reaction of 16-year-old Caroline Fowler after a visit to a hostel for 70 vagrants and alcoholics in London's East End. A pupil at Dr Challoner's High School in Amersham, she was attending one of the New Horizons residential courses which are organized each year by the Young Women's Christian Association.

Each course runs for a week and is aimed at sixth-formers interested in taking up social work as a career. The aim is to give them some idea of what work in the field entails, before they decide whether to commit themselves to full-time training. "The courses were started 10 years ago by the programme department of the association. 'Nothing like it existed before, but there seemed to be a big need to explain what social work was about, particularly as it is such a varied subject', says Margaret O'Sullivan, course director.

"There also seems to be a lack of reliable information on how to train for a job in the social work field. We try to set out all the possibilities as well as providing details like the qualifications required and the grants that are available."

The courses are held each spring. Two are taking place in Coventry and London from April 3-7. Thanks to a hefty subsidy by the association, the fee works out at £25 inclusive. Usually this is paid

## Providing for the individual

Malcolm Gunter advocates 'self-service' careers guidance

Many schools today are large, complex organizations, with thousands of pupils passing through the system. What quality of careers education and guidance have they received? To what extent has provision been made for the individual?

Careers guidance manpower and resources are increasing in both quantity and quality, but the system, the devices and imported which satisfies an individual in a school of well over 1,000 pupils, for example? How can a pupil in these circumstances be guided and educated in a careers programme from being in a "fantasy" phase to the "realistic" phase?

Certainly, a "common core" careers education programme can be devised which provides relevant and useful information and techniques to all pupils. This is most commonly carried out in the fourth year of school; but there are problems here! Should these lessons be organized on a "drip-feed" basis, i.e. a few lessons over the whole year for the group; or on a more "concentrated-feed" basis, where a group has more lessons, but for one half-term, for example? Which is more effective?

Whichever system is used, it is important to remember that individuals are motivated in career terms at different times, and some type of "compensatory" system may be required for pupils who attached little importance, for whatever reason, to certain areas of the "careers common core" at the time it was presented. It may be "compensatory reinforcement" or organized out-of-school activities. It may be the use of individualized or particular times he provided for.

The smallest organizational unit in schools is usually the year-form, where 25-30 pupils are cured for by a member of staff, with responsibility for the personal, educational and vocational welfare of the individuals in that group. The key to effective guidance must be the form tutor.

With the aid of a simple document, form tutors, after being given

guidance themselves, can help pupils progress and co-ordinate duals to specialist careers advice, the latter can overview the situation, with the result that individual pupils can receive counselling at the time. Such a system, which is the individual.

"Self-service" careers guidance, an effective system to encourage pupils to take responsibility for their own careers, and time and energy to be spent to harness these, so they have a positive effect on their progress.

Now, then, can a "self-service" system be encouraged? It is important to know how to use the careers resources in the school; how and when to find information in the careers resource centre? (Form tutors can effectively do this after being given by careers staff); who can help? Do all the pupils know where the specialist careers staff are? Where and when they can be met? Is the careers centre always open and useful? Is it in the optimum location for a "pupil traffic" point of view? These are the issues.

Morning inter-periods at a school for outside speakers, the videotape programmes, the pupils up to come along if they wish, and consider the alternatives relevant to them. Career preferences with visits, letters, discussion groups can be organized where, to a large degree, the pupils choose the order of topics in their packs of "surveyed" information—this is information he kept in total form for the year, whenever the pupil feels he needs it.

Let us keep careers "self-service" as a term, but use "blanket" intervention for those who need more provision in their individual and acknowledge the fact that pupils have different career needs at different times in their school lives.

by parents, but sometimes children themselves find the bill. If necessary they are allowed in pay by instalments. Occasionally local authorities give a grant, either towards the course or travelling expenses.

Since last year the courses have been open to boys as well as girls, though the latter still predominate. Numbers are deliberately kept down to 20 each time, to give everyone plenty of opportunity for discussion and to ensure that the pupils go out on visits in small groups.

Those on the last course, based at St Katherine's Retreat in Tower Hamlets, where many of London's worst social problems are to be found, not only visited the hostel for vagrants there but also a local day nursery, the Mayflower Centre for 300 young social club mostly in teenagers, Graydon old people's home and a day centre for the mentally handicapped.

They also had sessions at the local courts and heard lectures on mental health, probation work and the care of the aged. There were also discussions with social workers which included career advice and all kinds of practical information, backed by the relevant literature.

"Everyone gets their eyes opened incredibly wide," says Margaret O'Sullivan. A primary teacher before joining the Youth and Community Department of the association, she has organized the London course for the last four years.

"The majority have never seen an area like the East End before and find it difficult to believe it actually exists. They are shattered to see the amount of deprivation there—and some have never had any contact with immigrants before. They lead a very different life. We encourage this as it helps them to sort things out in their own minds. By the time they leave, they have looked at themselves in depth and see if they could deal with the social conditions as a career."

Margaret McGrath, 16, from Woking who was planning to go on to Bradford University, was the only one who had been to the day nursery before joining the Youth and Community Department of the association, she has organized the London course for the last four years.

## Classified Advertisements

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### Nursery Education

#### Headships

**WARWICKSHIRE**  
Headship of Infant School, 100 pupils, 1978-79. Salary £10,000-£11,000. Applications invited from suitably qualified teachers with experience in the field. Closing date 15th April 1978. For further details and application form, contact: Mrs. J. A. Smith, Warwick Education Office, 100, High Street, Warwick, CV34 4JH.

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### Primary Education

#### Headships

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### LEICESTERSHIRE



## County of Cleveland

### PRIMARY SCHOOLS

#### HEAD TEACHER (Group 4)

**SEACH GROVE INFANT SCHOOL**  
Seach Grove, South Bank, Middlesbrough, Cleveland  
TS8 8SY

Applications are invited for the post of Head Teacher with effect from 1st September, 1978, of this S.P.A. School. The school has modern buildings with a recently opened purpose-built nursery unit. Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 21st April, 1978.

#### HEAD TEACHER (Group 3)

**ST. SEG'S R.C. PRIMARY SCHOOL**  
Thorne Street, Hartlepool, Cleveland

Applications are invited from suitably qualified and experienced teachers for the above mentioned post which becomes vacant from 1st September, 1978, due to the retirement of the present Head Teacher. Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to Rev. Father F. J. Ellis, Correspondent Manager, St. Mary's 23 Middlegate, Hartlepool, Cleveland, not later than 21st April, 1978.

## THE LONDON BOROUGH OF CROYDON

### EDUCATION COMMITTEE

Invite applications for the following

## HEADSHIP

tenable from 1st September, 1978.

#### ORCHARD WAY INFANTS AND JUNIOR SCHOOL

Orchard Way, Shirley, Croydon

Salary: Head Teacher Group 5; a London allowance of £297 and additional pay supplement of £312 (April 1978) and £166 (April 1977) are payable.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (T.A.S.), Taberner House, Park Lane, Croydon CR9 1TP, enclosing stamped addressed envelope.

Closing date 14th April, 1978.

## HEADSHIPS

#### WEST ESSEX AREA

**Harlowbury County Primary School**, Wellington Road, Old Harlow (Accommodation for 280 pupils) Group 4 for this Primary School with effect from the beginning of the Autumn Term 1978.

#### CENTRAL ESSEX AREA

**East Hanningfield C. of E. (Controlled) Primary School**, East Hanningfield, Chelmsford (Roll 101) Group 4 for this Primary School with effect from the beginning of the Autumn Term 1978.

**Highwood County Primary School**, Loves Green, Highwood, Chelmsford (Roll 60) Group 2 for this Primary School with effect from the beginning of the Autumn Term 1978.

Closing date for these posts: 21st April, 1978. Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.



#### PRIMARY Deputy Headships continued

#### HAMPSHIRE

**ST. JOHN'S INFANT SCHOOL**  
Alton, Hampshire, 1978  
Number of roll 150  
Head Teacher, 1978  
Deputy Head Teacher, 1978

Closing date 14th April, 1978. Letter of application and details of the post should be sent to the Head Teacher with S.A.T. for details.

#### KENT

**EDUCATION COMMITTEE**  
EDUCATION DEPARTMENT  
DRAVISHAM DIVISION

**ST. JOHN'S R.C. JUNIOR SCHOOL**  
Draughton Road, Haversham, 1978  
Number of roll 150  
Head Teacher, 1978  
Deputy Head Teacher, 1978

Closing date 14th April, 1978. Letter of application and details of the post should be sent to the Head Teacher with S.A.T. for details.

#### LEICESTERSHIRE

**ST. JOHN'S R.C. JUNIOR SCHOOL**  
St. John's Road, Thrapston, 1978  
Number of roll 150  
Head Teacher, 1978  
Deputy Head Teacher, 1978

Closing date 14th April, 1978. Letter of application and details of the post should be sent to the Head Teacher with S.A.T. for details.

#### SECOND MASTER/MISS

**WILKINS R.C. PRIMARY SCHOOL**  
Wilton Road, Wilton, 1978  
Number of roll 150  
Head Teacher, 1978  
Deputy Head Teacher, 1978

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EDUCATION DEPARTMENT  
DRAVISHAM DIVISION

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EDUCATION DEPARTMENT  
DRAVISHAM DIVISION

**ST. JOHN'S R.C. JUNIOR SCHOOL**  
Draughton Road, Haversham, 1978  
Number of roll 150  
Head Teacher, 1978  
Deputy Head Teacher, 1978

#### NEWHAM

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teaching. Aiming to reach the students of non-English speaking countries would be an added advantage. The approach will be primarily concerned with the teaching of language, literature and methodology to diploma and degree students in the School of Education.

**LECTURE IN ENGLISH**

Applicants should have a minimum of a diploma in English. A professional qualification and competence in one or more of the following fields

may be obtained

1











## THE ROYAL INSTITUTION OF CHARTERED SURVEYORS

### ASSISTANT CAREERS OFFICER

To advise young people on careers and prospects in the surveying profession. Responsibilities include attendance at careers conventions and seminars held throughout the country. Suitable for young person with experience in public speaking.

Graduate preferred. Age-range 24 to 30 years. Starting salary £3,300 to £3,750 per annum.

Applications with details of education and experience to the Personnel Officer, RICS, 12 Great George Street, Portico, London SW1P 3AD (telephone 01-222 7000).

## Principal Administrator

required for modern and well equipped language institute in South London (12 booth laboratory, 8 classrooms, common and staff rooms). Essential attributes: experienced in language teaching, good at administration; keen to have future advancement tied to development of the institute. Write, stating qualifications, previous experience, full personal particulars and salary expected.

Replies to Box No. TES 3253  
The Times WC1X 8EZ

## CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH

### DEPUTY DIRECTOR

Applications are invited from those with suitable academic qualifications and experience related to language teaching and associated activities. Some administrative experience is essential.

Salary within range £7,831-£8,717.

Further information and application forms from: Director, CILT, 20 Carlton House Terrace, London SW1Y 5AP. Tel., 839 2626. Closing date, April 23.

## Lancashire County Council

### APPOINTMENT OF TRAINEE EDUCATIONAL PSYCHOLOGISTS

Applications are invited for appointment to the above posts with a view to secondment on post graduate training courses in 1979/80.

Applicants for Trainee posts should possess an Honours degree in Psychology and must have completed two years teaching experience in this field of education to a post graduate course. Commencing salary will be £3,300-£4,200 plus annual salary supplement. £312 and £150 on successful completion of a post graduate course, trainees will be promoted subject to availability of vacant posts, as an Educational Psychologist within one of the Area Teams of the Schools Educational Service.

Application forms and further particulars are obtainable from the County Education Officer, Education Department, County Hall, Preston, Lancashire. Telephone: Preston 54555, ext. 62101. Applications to be received no later than 14th April 1978. Quoting reference A2-110/155.

EDUCATION DEPARTMENT, COUNTY HALL, PRESTON PR1 1BU

## ADMINISTRATION Local Education Authority continued

### POWYS COUNTY COUNCIL EDUCATION DEPARTMENT LOCAL EDUCATION AUTHORITY SCHEMEL

Applications are invited for the post of County Adviser in Mathematics and/or Science. Candidates should be well qualified in mathematics and should have had substantial and appropriate teaching experience. (Ref. 145/11)

Southbury House, Barmouth Group 11, 62, 63 and 64, 65 (including supplements).

Application forms and further particulars obtainable from the Personnel Officer, Powys County Council, Education Department, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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### WILTSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT LOCAL EDUCATION AUTHORITY SCHEMEL

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Southbury House, Barmouth Group 11, 62, 63 and 64, 65 (including supplements).

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# Revelations by the Riverside

## Casterbridge to Troy

## Something to Bragg about?

## Community life

## News from the real world

## | Briefings

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## Book art and type

Were there proportionately more good artist-designers or work in the days of handworn books than in many that followed? The question is still undecided. In the quotation prompted by *The Art of the Book*, exhibition at the Victoria and Albert Museum, London, until June.

Take the *Missal of St Denis* (Paris, c 1350) with its nearly roof-top facing pages carrying words & music notation in double columns, its pictorial treatment of the text in the left margin spaces, When did it matter as well conceived as appear? On the evidence, this was not part of such production for a long time, sporadic exceptions apart: see *Histoire Raynana*, and the *Livre de l'Archeveque*. The elegant and generous layout, and the Frey *Livre de Perspective*, 1560? Visually muddle occurs down the ages, in the crudities of much German wood through the dark plates of seventeenth-century Dutch books, to "finesses" of nineteenth-century "romantic", in the main these

no integration of layout, typeface and illustration so one could find attractive illustrations on otherwise uninteresting pages. For instance, the two twelve woodcuts (1790) of Ackermann's clever aquatint (about 1816) and those later nineteenth-century line engravings on metal plates could provide attractive vignettes.

More recently attention has been paid once again to the book as an object, first in the case of the *Illustrated Press*. But here the exhibition becomes weak. While it concludes with more on the art of illustration, (which is not all of the content of the book) it fails to survey twentieth-century book design as a quality, and this is a pity, as the design of books for young people, many of which are well designed and illustrated.

This is a serious flaw in an exhibition that nonetheless repays a visit and that can certainly serve to start discussion of various aspects of a product full of impact on our eyes and minds.